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ABSTRACT

This resource manual contains 424 resumes of available literature which will assist: (1) teacher-educators who are preparing teachers to work with disadvantaged learners, (2) state and local supervisors who are working to improve the effectiveness of local education agency personnel, and (3) teachers as they strive to improve their programs. The resumes are classified into two basic categories of information, one relevant to educating the disadvantaged learner and the other pertinent to inservice education. To assist in utilizing the resource manual, three tables were developed. One table contains a procedural order for organizing an inservice education program including the people involved, and the remaining two tables index the categories of disadvantaged learner and inservice education with specific resumes as identified by page number, resource manual number, and ERIC document number. The resumes contain personal and institutional authors, title, journal source or publisher, pagination, date of publication, sources of availability, descriptors and identifiers which characterize the contents of the document, and an abstract of the document. In addition to the resumes, the classification system is described, ordering instructions are included, and an institutional and personal author index is appended. (SB)

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Research and Development Series 75

OPERATION RESOURCE

FOR TEACHER EDUCATORS AND OTHER EDUCATIONAL PERSONNEL CONCERNED WITH TEACHING THE DISADVANTAGED LEARNER

THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
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The Center for Vocational and Technical Education, an independent unit on The Ohio State University campus, operates under a grant from the National Center for Educational Research and Development, U.S. Office of Education. It serves a catalytic role in establishing consortia to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach and interinstitutional in its program.

The Center's mission is to strengthen the capacity of state educational systems to provide effective occupational education programs consistent with individual needs and manpower requirements by:

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- Programmatic focus on state leadership development, vocational teacher education, curriculum, vocational choice and adjustment.
- Stimulating and strengthening the capacity of other agencies and institutions to create durable solutions to significant problems.
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RESEARCH AND DEVELOPMENT
SERIES NO. 75

OPERATION RESOURCE

FOR

TEACHER EDUCATORS AND OTHER EDUCATIONAL PERSONNEL CONCERNED WITH TEACHING THE DISADVANTAGED LEARNER

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U.S. DEPARTMENT OF
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Preface

The Center for Vocational and Technical Education is committed to assisting educational personnel who are working with disadvantaged learners. OPERATION RESOURCE, one effort to fill that commitment, contains resumes of available literature which will assist teacher-educators who are preparing educational personnel to work with disadvantaged learners, state and local supervisors who are working to improve the effectiveness of local education agency personnel, and local education personnel as they strive to improve their programs for disadvantaged learners. The resumes are classified into categories and allow users to select alternatives which are most pertinent to the needs of a particular situation.

We are especially grateful to Doris E. Manning, Chairman, Division of Home Economics Education, for her assistance with this study. Dr. Manning was on the staff of The Center during 1970-71 while on sabbatical leave from the University of Arizona.

This publication is a result of the cooperative efforts of many individuals and organizations. Of particular note was the close working relationship between The Center's Divisions of Research and Development Operations and Information Services. The document base for this publication, in addition to the many secured directly by the authors, included the collection of the Educational Resources Information Center (ERIC) and the ERIC Clearinghouse for Vocational and Technical Education. The Information Services Division assisted in providing the computer search of these collections and technical guidance in the abstracting and classification of the resource resumes. Appreciation is expressed to Joel Magisos, Associate Director; M. Chotard Doll, Editor; and Mary T. Ury, Editor, of Information Services for their contributions to this report.

Also assisting in development of this publication was the staff of The Computer Services Unit of the Support Services Division. This unit provided programming for retrieval of existing document abstracts as well as programming to provide additional abstracts. Computer Service also produced camera-ready copy of all abstracts used in OPERATION RESOURCE.

Special appreciation for their work on this study is extended to the project staff--Anna M. Gorman, Principal Investigator; Chester Hansen, and Douglas Pine, Research Associates; and to Darrell L. Ward, Assistant Director for Leadership Development.

Robert E. Taylor
Director
The Center for Vocational
and Technical Education

Introduction

As a result of federal legislation and critical need throughout the United States for a more meaningful educational system, in-service education for teachers of the disadvantaged has become an educational priority. The following federal acts signify the breadth of national concern.

The Vocational Education Act of 1963, P.L. 88-210, allocated three percent of each year's appropriation to be reserved for teacher education, development of instructional materials and program evaluation. Following the enactment of Public Law 88-210, several programs were initiated by federal, state and local educational leaders to improve teacher effectiveness.

Section II of P.L. 88-452 of the 1964 Economic Opportunity Act, declares that it is the policy of the United States to eliminate the paradox of poverty in the midst of plenty in this nation by opening to everyone opportunities for education, training, work, and a life of decency and dignity. Title I of the 1965 Elementary and Secondary Education Act, P.L. 89-10, also stressed the need for improving the instruction of disadvantaged youth. As a result, recent emphasis has been oriented toward preparing the local educational personnel to meet the assigned needs of disadvantaged youth.

The 1968 Amendments (P.L. 90-576) to the Vocational Education Act of 1963, stated as one of its purposes to provide vocational education for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program. Provisions for ancillary services and activities were also included, to assure quality in vocational education programs, such as teacher training and supervision.

The number of personnel development programs and programs for disadvantaged learners has greatly increased as a result of these specific federal laws. However, there still is a lag between what is known and what is practiced in public schools. This lag is still more critical when disadvantaged learners are involved in the educational process.

OPERATION RESOURCE was developed to assist educational personnel who are working with disadvantaged learners. It contains resumes of resources pertaining to disadvantaged learners and resumes

of resources to assist individuals who have the responsibility of organizing and conducting in-service education programs.

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OPERATION RESOURCE

FOR

TEACHER EDUCATORS AND OTHER EDUCATIONAL

PERSONNEL CONCERNED WITH

TEACHING THE DISADVANTAGED LEARNER

Chapter One

Introduction to OPERATION RESOURCE

Activities designed to assist educational personnel to improve their effectiveness with learners during their educational tenure have been part of American education for more than a century. The impetus for such programs has originated from both educational authorities and from practitioners in the classrooms.

The major purpose of in-service education is to stimulate continuing professional growth. Individuals have a fundamental drive toward improvement of their effectiveness. To hasten the development of self-renewing individuals Hass says:

> The climate of professional stimulation provided by a good in-service education program can give teachers pride in their achievements and stimulation to surpass their previous best efforts. When a school system fails to provide this professional stimulation, teachers often begin their careers with anticipation and readiness for hard work and then lose their zest when they find that nothing challenges them to use their abilities to the utmost.[1]

Ours is a society which constantly confronts social and technological changes that make professional practice ineffective in a brief period of time. In *Teachers for the Real World*, the authors indicate that in-service or "perennial" education is needed to:

> remedy deficiencies arising out of defects in initial professional preparation. For example, few programs include opportunity for developing skills of interacting with parents. In-service programs, then, should focus on developing these skills.

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[1]Glen C. Hass, "In-service Education Today," in *In-service Education for Teachers, Supervisors, and Administrators*, ed. by Nelson B. Henry, the Fifth-Sixth Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago Press, 1957), p. 31.

prepare teachers for new roles and positions. For example, a vocational classroom teacher may be assigned to coordinating cooperative educational programs and thus need preparation in supervision.

help teachers avoid obsolescence. Some knowledge from research and scholarship can be of use to teachers. In-service education can help teachers keep up-to-date on developments in their field--for example, developments in accountability.

There are groups of teachers and other educational personnel that need special attention today; these are the educational personnel who are working with disadvantaged youth. In the "Preface," Smith wrote: "In the course of its deliberations, the Institute task force (NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth) came to consider teacher education more and more as a whole, to attribute failures and inadequacies of education of the disadvantaged to defects in the education of teachers."[2]

Inadequate preparation of educational personnel contributes to the dire consequences of disadvantagement. ". . . this is the population on whose children exhibit the most severe scholastic retardation, the highest dropout rate (exceeding 50 percent), and the thinnest participation in higher education (probably under five percent)."[3] These authors further state that "schools in the inner city, where the disadvantaged are concentrated, are usually described as a pulsing tangle of academic retardation, pupil and staff transiency, racial imbalance, alienation, personnel and staff shortages, over-crowding, and general inadequacy of appropriate resources."[4]

The need for a focused, different kind of in-service education is stressed by Clark when he concluded:

> The evidence so far very strongly suggests that these children (disadvantaged) will learn if they are

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[2]B. Othanel Smith, ed., and others, *Teachers for the Real World* (Washington, D.C.: The American Association of Colleges for Teacher Education, 1969), p. LX.

[3]Robert J. Havighurst and Thomas E. Moorefield, "The Disadvantaged in Industrial Cities," In *The Educationally Retarded and Disadvantaged* (Chicago: The National Society for the Study of Education, 1967), p. 22.

[4]Robert J. Havighurst and Thomas E. Moorefield, Op. cit., p. 22.

> taught and they will not learn if they are approached as if they cannot learn . . . if children, poor children or immigrant children are taught, accepted, respected and approached as if they are human beings, the average performance of these children may approach, and eventually reach the norm performance of other human beings who are so taught.[5]

Even though Smith believes that " . . . we need teachers who are able to work effectively with children regardless of race or social situation,"[6] he does stress that "it (teaching of disadvantaged) does require broad life experiences which few middle class teachers have had."[7]

These educational inequalities are linked with other contributing complexities for disadvantaged youth. The Coleman study and many others have found that " . . . white students grow at a faster rate on many tests than Negro students."[8]

Weller in *Yesterday's People* notes the educational dilemna caused by isolation as he wrote:

> Too often the mountain school system becomes a "closed shop," composed of a staff of teachers who have been trained in the same system, brought up in the same culture, and molded by the same forces as the children they seek to teach. Instead of challenging and stimulating the children, such a system simply perpetuates itself--and it cannot hope to prepare its youth for life in our American society. . . . Public schools need both the direction and the understanding of the teacher who knows the feeling and the structure of a person-oriented reference group

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[5] Kenneth B. Clark, "The Cult of Cultural Deprivation: A Complex Social Psychological Phenomena," in *Environmental Deprivation and Enrichment* (New York: Ferkhauf Graduate School of Education, Yeshiva University, 1965), pp. 41-42.

[6] Smith and others, p. 12.

[7] Ibid.

[8] Michael Rosenfeld and Thomas L. Hilton, "Negro-White Differences in Adolescent Educational Growth," in *American Educational Research Journal* (Washington, D.C.: Volume VIII, No. 2, March, 1971), p. 281.

> society of the mountains as well as the outlook of persons from elsewhere who are not blind to the culture.[9]

Coleman concluded that:

> . . . improving the school of a minority pupil will increase his achievement more than will improving the school of a white child increases his. Similarly, the average minority pupil's achievement will suffer more, in a school of low quality than will the average white pupil's. In short, whites, and to a lesser extent Oriental Americans, are less affected one way or the other by the quality of their schools than are minority pupils. This indicates that it is for the most disadvantaged children that improvements in school quality will make the most difference in achievement.[10]

Thus, the nature of the disadvantaged learner problems with their concomitant causes and the need for in-service education are crucial to the education of the disadvantaged. This project focuses on these concerns.

Conceptual Framework

The umbrella concept for the framework of the project is one of placing value on individual differences. Gordon in *Educating the Young People of the World* wrote, "We must realize that we cannot really have individual freedom and self-development until we cultivate sincere respect for differences."[11] He continued:

> It may be that this last value area (as discussed in his paper), is the best starting point for the educational role with regard to these value changes. . . . If educational systems can be brought to institutionalize just this value, we may see the needed shifts in

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[9]Jack E. Weller, *Yesterday's People: Life in Contemporary Appalachia* (Lexington, Kentucky: University of Kentucky Press, 1965), p. 113.

[10]James Coleman, *Equality of Educational Opportunity* (Washington, D.C.: U.S. Government Printing Office, 1966), p. 21.

[11]Edmund W. Gordon, "Building a Socially Supportive Environment," in *Educating the Young People of the World*, ed. by Alice Miel and Louise Berman (Washington, D.C.: Association of Supervision and Curriculum Development, 1970), p. 63.

other value areas which will make for a healthier adaptation of man and environment and more effective education.

> What we need, then, is a rededication to the purposes and goals of education. . . . The purpose of education is not simply to instill knowledge, to train students, or to prepare them to earn a living; education is a process of assisting the student in his development, of refining that development, of preparing him to live a satisfying life.[12]

Vast differences exist in the backgrounds and professional training of men and women in public school education. Complexities of organizational education structures at the state and local levels add other differences to the educational scene. Thus, the conceptual structure cannot be inflexible and at the same time value the differences which exist in individuals and in schools. A flexible system of alternatives for choice making on the part of all participants in an in-service education program serves as the concept to promote changes in educational behaviors.

Klopf and Bowman[13] feel the conceptual approach to in-service development should be twofold: first to seek understanding of the disadvantaged and then to give assistance in translating such understanding into teaching behavior. Smith and others would further this concept to include the affective and social domains of human learning. They emphasize:

> Proper education of the teacher will lead him to examine his own human prejudices generally and, specifically, his racial prejudices, and it will discipline him in the techniques of handling problems of interpersonal relations that arise from racial prejudices in his students and their parents.[14]

Blume[15] in "Humanizing Teacher Education" explains that psychotherapists are convinced that a strong "helping relationship"

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[12]Ibid.

[13]Gordon J. Klopf and Garda W. Bowman, *Teacher Education in a Social Context* (New York: Mental Health Materials Center, Inc., 1966).

[14]Smith and others, Op. Cit., p. 20.

[15]Robert Blume, "Humanizing Teacher Education," in *Phi Delta Kappan* (Bloomington, Indiana: Phi Delta Kappan Press, March, 1971), pp. 411-415.

among teaching staffs is essential to insuring faculty unity and teamwork. Further, when teachers are allowed to share ideas, materials and common experiences during in-service education programs, there is an inherent stimulant for professional growth.

Objectives

Two objectives were associated with developing OPERATION RESOURCE. One was to prepare a collection of relevant information organized and indexed to facilitate development and implementation of in-service education programs. In Chapter Three, the categories (and their definitions) used for organizing the resumes are found, pages 15-27. The indexing of all resumes into the categories are found in Chapter Four, Tables Two and Three, pages 37 to 63. The resumes are found in Chapter Five starting on page 65.

The second objective was to develop procedural suggestions and guidelines (synthesized from the information collection) for assisting in the organizing and conducting of in-service education programs. The procedural suggestions are outlined in Table One, page 30, and the Guidelines for Effective In-service Education Programs are found on pages 31 and 32.

Users of the Document

The educational personnel who may wish to use this resource are those who are interested in becoming more effective in a teaching-learning setting involving learners who are disadvantaged. These educational personnel may be vocational and other public school teachers, school administrators, guidance and counseling personnel, business and industrial representatives, and other support personnel involved in the educational process for disadvantaged learners.

The resumes in the Disadvantaged Learner category (1.0) are, in general, for all forms of disadvantagements. Of special concern will be youth who are disadvantaged (excluding handicapped) because of the stigma attached by the present societal-cultural-racial context as rural and urban poor, especially if Negro, or foreign extraction, or American Indian. A special effort was made to obtain information which applied to persistent disadvantagement problems--the inner cities and the isolated rural with ethnic disadvantaging traits and customs.

Chapter Two

Classification System for OPERATION RESOURCE

OPERATION RESOURCE has two basic categories of information. One category has resumes relevant to educating the disadvantaged learner; the second category has resumes pertinent to in-service education. The resumes within the Educating Disadvantaged Learner category can be utilized in making decisions regarding what content to include in the in-service education program. The resumes within the In-service Education category can be used in making decisions related to (1) the organization of the in-service program, and (2) the evaluation of the program. Thus, the resumes within the first category help people involved in an in-service program decide what they need to learn and the resumes within the second category assist these people in planning and deciding how they want to be taught.

Utilization of OPERATION RESOURCE

OPERATION RESOURCE was designed to enhance the ideas of individualizing in-service education and of stressing relevance of information in decision-making. The literature was searched for inputs of information into all of the categories of the index (see pages 37 to 63). Thus, within each category, a person or group using this resource has alternatives from which to select as decisions are made. An illustration follows.

Situation: The setting is an inner-city school with many first year teachers. They decided they want to know more about "Teaching disadvantaged youth" (1.3 category).

Use of OPERATION RESOURCE: With the help of the instructional supervisor, they made up a bibliography of periodicals from the resumes (1.3, pages 43 to 48), and decided to utilize Larry Cuban's book, *To Make a Difference: Teaching in the Inner City* (ORD 0995 U, p. 94) as the basic reference for each participant. They also put in a requisition for a copy of Gagne's book *Learning and Individual Differences* (ORD 1076, p. 105).

A certain subcategory may not be needed in an in-service education program because it is not pertinent to the participants or is already being implemented or known. Therefore, this subcategory of resumes can be ignored. An illustration follows.

Situation: A rural isolated area has a number of poor white children enrolled in school. The teachers are experienced in this school system and they know the area for they grew up in it. There are no teacher aides.

Use of OPERATION RESOURCE: Some decisions those involved in the in-service program may make are:

1. In the Educating Disadvantaged Learner category (1.0), they may decide on the alternative of not looking at the resumes indexed under "Life style of disadvantaged" (1.1.01) for they consider themselves knowledgeable in this area.

2. In the In-service Education category (2.0), after reading the resumes in the "Organizational pattern" category (2.2.01), they may decide on utilizing the alternative of "Observation of other teachers" (2.2.01.08) as the organizational pattern they want in their program, for they feel like they want to see how others are teaching. They would then read the resumes within this subcategory to get information about the technique and decide from among the resumes what documents they need to order and other pertinent procedures.

Explanation of Sources and Classification of Resumes

There are 424 resumes in OPERATION RESOURCE. Of the 424 resumes, 310 represent documents in the ERIC system; while 114 resumes are from non-ERIC documents. The documents that comprise OPERATION RESOURCE were elicited from the following sources: ERIC computer searches, 1967-1971; manual search of ERIC documents, 1967-1971; literature search of non-ERIC documents including books, reports, journals, periodicals, bibliographies, and dissertations, 1960-1971; correspondence with and materials received from other institutions and research and development centers, 1965-1971; and professional convention proceedings, 1961-1971.

The resumes from the ERIC system are identified by their ED or VT numbers. Resumes of non-ERIC documents are in the ERIC format. A resume includes bibliographical information, ERIC descriptors, identifiers, and an abstract of the document.

All 424 resumes also have been classified according to OPERATION RESOURCE categories. Each resume has an "OR" (OPERATION RESOURCE) letter coding. Following the "OR" letters is the category letter coding: if the letter "D" follows the "OR," this indicates that the resume falls within the Disadvantaged Learner category; if the letter "I" follows the "OR," this indicates that the resume falls within the In-service Education category; if the letters "DI" follow the "OR," this indicates that the resume pertains to both the Disadvantaged Learner and the In-service Education categories.

Each resume has a four-digit number following the "ORD," and "ORI," or the "ORDI" coding. The number designates an individual document which has been placed into one or more of the categories of OPERATION RESOURCE.

In addition to the "ORD," the "ORI," or the "ORDI" coding and the four-digit number, some of the resumes have a letter or letters following the numbers. These letters refer to a specific disadvantaged group emphasized in the document. Thus, a number followed by an "I" designates a document for those working with American Indian learners; and "M" refers to Mexican American learners; and "R" refers to rural learners; a "U" refers to urban disadvantaged learners. For example, an identifier as "ORDI 1062 U" means that in OPERATION RESOURCE (OR), this reference has content input for educational personnel working with urban disadvantaged (U) and also has input in organizing and/or implementing an in-service education program (I).

Each resume is listed in all of the categories where it makes a contribution. For example, in Table Two and Table Three ORDI 1322 appears in seven subcategories (i.e., 1.4.01.03.01 psychological climate; 1.4.01.04.01.01 personal traits of teachers; 1.4.01.04.02.01 personal traits of counselors; 1.4.01.04.03.01 personal traits of administrators; 2.1.01 basis for need of in-service education; 2.2.03.05 simulation (as a technique for in-service education); 2.2.03.06 other techniques). By referring to resume ORDI 1322, p. 118 in Chapter V, one notes that this is an article, "Defining Racism," in *The Clearinghouse*, Vol. 46 (October, 1971), pp. 98-101. If after reading the resume, personnel from a school system or a teacher-educator wants to read the original reference it is available in most libraries.

The resumes found in Chapter V will be useful to educational personnel after a study of Table Two and Table Three classifications.

The classifications (Table Two and Table Three) are most useful for those who are actually involved in an in-service education program. Ideas expressed within the resumes in the various categories and subcategories may be complimentary or offer alternatives for the planners and the participants. For example, in techniques for conducting an in-service education program (2.2.03), a person may want to read all of the resumes within this subcategory (2.2 .03) techniques for teaching in-service education; 2.2.03.01 self-instruction; 2.2.03.02 micro-teaching; 2.2.03.03 modeling; 2.2.03 .04 programmed instruction; 2.2.03.05 simulation; 2.2.03.06 other (sensitivity, group consensus, etc.). A group of teachers may decide, after reading the resumes in the 2.2.03 (techniques for conducting in-service education), that they want the techniques of self-instruction and micro-teaching utilized in the in-service education program. They would then refer to the resumes contained in the subcategories of 2.2.03.01 and 2.2.03.02 to seek further knowledge of the sources of information available to them.

Obtaining Documents

OPERATION RESOURCE contains a classified group of resumes for use by school personnel in selecting materials for in-service education programs. Each of the 310 resumes in the ERIC system is identified with an ED (ERIC document) number or a VT (Vocational-Technical) number. An ED number identifies material which appears in *Research in Education* (RIE). A VT number identifies a document which appears in *Abstracts of Research and Related Materials in Vocational and Technical Education* (ARM).

Most documents with an ED or VT number can be obtained on microfiche ("MF") and hard copy ("HC"). Availability of microfiche is provided on the "EDRS Price" line in the citation. Prices are currently 65 cents per title for microfiche, and $3.29 per 100 pages (or portion thereof) for xerox reproductions (hard copy). ERIC microfiche and hard copy may be purchased directly from:

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A microfiche is a four inch by 6 inch sheet of film which contains photoreproduction of up to 70 document pages. Microfiche may be read on a microfiche reader or microfiche reader-printer. Individual pages of a microfiche may be reproduced in full-sized hard copy form on a microfiche reader-printer.

The 114 resumes of documents not in the ERIC system can be obtained from different sources. Each resume has the publication source specified in the bibliographical salutation. An individual can obtain the price of a document by writing to the company or by checking with the librarian (school, university, state).

Chapter Three

Definitions of the Categories, Procedural Suggestions and Guidelines for In-service Education Programs

The categories for the classification of the resumes with their definitions were developed by the project staff. The categories (with their definitions) for Educating Disadvantaged Learners are in this chapter, pages 15 to 22; the categories for In-service Education are also in this chapter, pages 22 to 27.

To fulfill the purpose of Objective 2, the project staff developed a procedural suggestion for organizing and implementing an in-service education program (see page 30). Through the process of synthesizing findings associated with the search of relevant literature, the staff developed 15 guidelines for planning and conducting an effective in-service education program (see pages 31 to 32). An explanation of how these two products could assist educational personnel with their in-service efforts is given on pages 27 to 29. The documentation of the guidelines is found on pages 33 to 35.

Educating Disadvantaged Learners

Categories With Definitions

1.0 Educating disadvantaged learners- the knowledges required for teaching disadvantaged youth as they pertain to knowing the student as an individual, knowing his educational needs, knowing his learning patterns and the influences that affect those patterns, and knowing the pedagogical methods that allow for the effective transmittal of desired knowledges, attitudes, and skills.

1.1 Knowing the disadvantaged- knowing the disadvantaged as an overall population and understanding the disadvantaged learner and what he brings to the learning situation.

1.1.01 Life style of disadvantaged populations- composite of social, physical and economic variables which converge to account for development and growth of the individual within his culture and society.

1.1.01.01 Ethnic backgrounds- the common traits or customs of large groups or races of disadvantaged people.

1.1.01.02 Physical and health characteristics- those physical disorders, nutritional deficiencies and diseases which directly or indirectly affect the student's ability to learn.

1.1.01.03 Educational patterns- the various kinds of processes the student has experienced during the stages of his formal educational development.

1.1.01.03.01 Fundamental skills- those skills which are universally accepted as essential for leading a functional life such as reading, writing, communication, and computation skills.

1.1.01.03.02 Dropout patterns- the patterns of students leaving school before the completion of the twelfth grade.

1.1.01.04 Family patterns- the structure of and interpersonal relations within disadvantaged families.

1.1.01.05 Economic patterns- economic factors associated with disadvantaged people.

1.1.01.05.01 Employment- the kind and degree of employment that are engaged in by the supportive members of disadvantaged families.

1.1.01.05.02 Income- the amount of gain or recurrent benefits, measured in money, goods and services, that is received by disadvantaged family members in a given period of time.

1.1.01.06 Political realities- the impact of governmental provisions that affect the lives of disadvantaged populations.

1.1.01.07 Personal traits- the attitudes, beliefs, values, interests, and aspirations of the disadvantaged.

1.1.01.08 Social-cultural patterns- participation behaviors of disadvantaged people in the community.

1.1.02 Learning readiness- the degree to which the student is prepared to gain knowledge or understanding of skills or phenomena which require study, instruction, and experience.

1.1.02.01 Maturation- the physical, social, and mental developmental stages of disadvantaged learners.

1.1.02.02 Personality and emotional development- the organization of the learners distinguishing character traits, attitudes, and habits resulting from behavioral and emotional tendencies.

1.1.02.03 Experiential background- the aptitudes and abilities of disadvantaged learners as developed through their past experiences.

1.1.02.04 General learning patterns- the teaching-learning principles which significantly affect disadvantaged learners.

1.2 Educational needs of disadvantaged learners- the ideas, attitudes, skills, and action patterns that disadvantaged learners need to know.

1.2.01 Ideas- the cognitive aspects of learning which are significant to disadvantaged learners.

1.2.02 Attitudes- the affective aspects of learning which are significant to disadvantaged learners.

1.2.03 Skills- the psychomotor aspects of learning which are significant to disadvantaged learners.

1.2.04 Action patterns- the social-human relations which interact with the cognitive, affective, and psychomotor domains of learning.

1.3 Teaching disadvantaged learners- pedagogical expertise needed to provide for effective instruction.

1.3.01 Psychological considerations- mental or behavioral characteristics of an individual or a group that affect the teaching-learning environment.

1.3.01.01 Motivation- the level of desire of the student to react to the learning situation.

1.3.01.02 Interaction- the instructional impact of the teacher on the learner in the educational setting.

1.3.02 Instructional techniques- teaching approach for working with disadvantaged learners.

1.3.03 Instructional materials- teaching hardware and software for working with disadvantaged learners.

1.3.04 Evaluation- means for assessing the educational stage of development of disadvantaged learners.

1.3.05 Control techniques- educational procedures for managing the learning environment.

1.3.06 Description of other programs- information relating to specific educational programs for disadvantaged learners.

1.3.06.01 Industrial training programs- information relating to specific educational programs which are sponsored and/or conducted by industrial organizations.

1.3.06.02 School-community programs- information relating to specific educational programs which are sponsored and/or conducted by a joint school-community effort.

1.3.06.03 Compensatory school programs- information relating to specific educational programs which are sponsored and/or conducted by schools to meet the special needs of disadvantaged learners.

1.4 Other influences on learning- the in-school and out-of-school factors which impact on the learning patterns of disadvantaged youth and do not evolve directly from the classroom teaching environment.

1.4.01 In-school influences on learning- in-school educational factors which affect learning but are only indirectly related to the classroom teaching environment.

1.4.01.01 General program organizational patterns- the scheduling of classes, selection and structure of courses, and other organizational-administrative arrangements which influence the learning situation.

1.4.01.02 Physical facilities- considerations regarding the overall, physical plant.

1.4.01.03 General school climate- the overall psychological and philosophical atmosphere of the school which impinges upon the teaching-learning environment.

1.4.01.03.01 Psychological climate- the prevailing temperament of teachers and learners which impinge upon the educational environment.

1.4.01.03.02 Philosophical climate- the fundamental beliefs which guide a school program to govern the sphere of educational activities in the learning environment.

1.4.01.04 School personnel- factors relating to the personal traits, training, recruiting, and roles of various school personnel.

1.4.01.04.01 Teachers- school personnel who work with disadvantaged learners and hold a teaching certificate.

1.4.01.04.01.01 Personal traits (teachers)- the values, aspirations, interests, beliefs, and attitudes of teachers as they influence the classroom learning environment.

1.4.01.04.01.02 Training (teachers)- the preservice training which teachers receive and its affect on the teaching-learning environment.

1.4.01.04.01.03 Recruiting (teachers)- securing qualified teachers to fill program needs.

1.4.01.04.01.04 Roles and duties (teachers)- the responsibilities of teachers as contributing members to the total school operation.

1.4.01.04.02 Counselors- school personnel who advise students with regard to their educational programs and future career endeavors.

1.4.01.04.02.01 Personal traits (counselors)- the values, aspirations, interests, beliefs, and attitudes of counselors as they influence the classroom learning environment.

1.4.01.04.02.02 Training (counselors)- the training which counselors receive and its effect on the teaching-learning environment.

1.4.01.04.02.03 Recruiting (counselors)- securing qualified counselors to fill program needs.

1.4.01.04.02.04 Roles and duties (counselors)- the responsibilities of counselors as contributing members to the total school operation.

1.4.01.04.03 Administrators- school personnel who lead, unify, and clarify school program objectives, create a stimulating environment for learning, marshal resources, plan for the future, and recruit personnel.

1.4.01.04.03.01 Personal traits (administrators)- the values, aspirations, interests, beliefs, and attitudes of administrators as they influence the classroom learning environment.

1.4.01.04.03.02 Training (administrators)- the training which administrators receive and its effect on the teaching-learning environment.

1.4.01.04.03.03 Recruiting (administrators)- securing qualified administrators to fill program needs.

1.4.01.04.03.04 Roles and duties (administrators)- the responsibilities of administrators as contributing members to the total school operation.

1.4.01.04.04 Para-professionals- non-certified school personnel who aid the teacher in conducting learning activities.

1.4.01.04.04.01 Personal traits (para-professionals)- the values, aspirations, interests, beliefs, and attitudes of para-professionals as they influence the classroom learning environment.

1.4.01.04.04.02 Training (para-professionals)- the training which para-professionals receive and its effect on the teaching-learning environment.

1.4.01.04.04.03 Recruiting (para-professionals)- securing qualified para-professionals to fill program needs.

1.4.01.04.04.04 Roles and duties (para-professionals)- the responsibilities of para-professionals as contributing members to the total school operation.

1.4.01.04.05 Support personnel- truant officers, social workers, office personnel, and other school personnel who provide supportive services to the educational process.

1.4.01.04.05.01 Personal traits (support personnel)- the values, aspirations, interests, beliefs, and attitudes of support personnel as they influence the classroom learning environment.

1.4.01.04.05.02 Training (support personnel)- the training which support personnel receive and its effect on the teaching-learning environment.

1.4.01.04.05.03 Recruiting (support personnel)- securing qualified support personnel to fill program needs.

1.4.01.04.05.04 Roles and duties (support personnel)- the responsibilities of support personnel as contributing members to the total school operation.

1.4.01.05 Personnel organizational arrangements- methods of delegating personnel responsibility and providing for effective working relationships between personnel.

1.4.02 Out-of-school influences on learning- out-of-school educational factors which affect learning but are only indirectly related to the classroom learning environment.

1.4.02.01 Personal needs- the clothing, food, health, grooming, shelter, and spending money needs of disadvantaged learners.

1.4.02.02 Family patterns and relationships- the structure and interpersonal relationships of disadvantaged families as they affect the learning patterns of disadvantaged youth.

1.4.02.03 Study arrangements- means by which disadvantaged learners can accomplish out-of-class school requirements.

1.4.02.04 School-community relations- the interactions between school personnel and the community that affect the learning environment of disadvantaged youth.

1.4.02.05 Peer relationships- those relationships between disadvantaged youth and their peers which affect the learning situation.

1.5 Occupational factors affecting the disadvantaged worker- the occupational situations currently faced by disadvantaged workers which provide implications for educators when developing programs for occupationally disadvantaged youth.

1.5.01 Occupational opportunities- career potentials which are available to disadvantaged people.

1.5.02 Job satisfaction- occupational factors which affect the degree of gratification that disadvantaged workers experience from their jobs.

1.5.03 Occupational aspirations- the career goals which disadvantaged people desire.

1.5.04 Employer-employee relations- the interaction of the employer or manager and the employee and its influence on the occupational status of disadvantaged workers.

In-service Education

Categories With Definitions

2.0 In-service education- activities participated in by teachers and other professional and para-professional school personnel which are designed to promote professional growth while on the job.

2.1 Need for in-service education- the basic element(s) or problem(s) which jeopardize the minimum or maximum provision of quality education for the learners within a school district, state or region, that could feasibly be resolved through an innovative in-service education program.

2.1.01 Basis for need- the circumstances existing within a school district which reduces the effectiveness of the educational program such as lack of public and state support for special programs, minority groups, marginally qualified professional and para-professional personnel, or lack of equipment which prevents the initiation of modern teaching techniques.

2.1.02 Supporting evidence- statistical data and research materials which indicate educational deficiencies prevalent in certain geographical and cultural educational settings, which are the result of some basic need.

2.2 Designing in-service education- establishment of a scheme of operation which will govern the functioning and development of an in-service program in view of the desired program objectives.

2.2.01 Organizational patterns- proposed structural forms or designs for conducting an effective in-service education program.

2.2.01.01 Laboratory approach (simulation)- a laboratory device or technique that enables the operator to reproduce under test conditions phenomena likely to occur in actual performance.

2.2.01.02 Involvement in the classroom approach (clinic and supervised)- a design whereby the educators, pre- or in-service, could analyze student classroom behavior acting either as supervisors of the activity or as observers.

2.2.01.03 Workshop/Institutes- a meeting or a brief course of meetings emphasizing free discussion, exchange of ideas, and practical methods, skills, and principles that are given mainly for adults already employed in the field.

2.2.01.04 Conferences/seminars- a group of advanced students or educators studying under a professor or consultant with each doing original research and all exchanging results through

reports and discussions; also a meeting for giving and discussing information of an educational nature.

2.2.01.05 Preparation of curriculum publications- the development of instructional materials such as textbooks, filmstrips, guidelines, and evaluation instruments by educators in highly innovative group sessions.

2.2.01.06 Courses- a series of lectures or other matter dealing with a subject or a series of subjects constituting an in-service curriculum. Often directed by school administrative personnel or professional consultants contracted by the school districts.

2.2.01.07 Development/action research- active involvement of the educator in an investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories in the light of new facts or practical application of such new or revised theories in education.

2.2.01.08 Observations of other teachers- teachers involved in the act of recognizing and noting a fact or occurrence involving the teaching and other behavior characteristics of another teacher engaged in the activity of educating students.

2.2.01.09 Other organizational patterns- other designs not listed which exist to give organization to and improve the communication of instruction prepared for the learner.

2.2.01.10 Organizational pattern combinations- the merging of two compatible educational designs which can, as a result of their being combined, improve both the organization for learning, but also enhance the learning situation.

2.2.02 Content of in-service education- deals with the actual needs of disadvantaged students as identified through research and the educational requirements on the part of teachers and cooperating agencies essential to meeting these identified needs.

2.2.02.01 The disadvantaged student- identification of the personal characteristics, capabilities and educational needs of the disadvantaged student.

2.2.02.02 Methods of teaching- identification of those systematic procedures which have proven successful, through experience in the educating of teachers and other educational personnel as to the needs of disadvantaged students.

2.2.02.03 Cooperating with other groups- deals with the types of commercial educational groups in existence and how they blend into the teachers responsibility of program design.

2.2.03 Techniques for teaching in-service education- the prescribed methods research indicates as being successful for in-service education programs.

2.2.03.01 Self-instruction- involves learning packages and recommended texts and guidelines in assisting the teachers to improve themselves according to their own established time schedule.

2.2.03.02 Micro teaching- deals with the use of videotape recordings and television in the training of teachers to detect and solve the educational problems of disadvantaged students.

2.2.03.03 Modeling- applies to the teaching method of illustrating some effective behavior which has proven successful in the teaching of disadvantaged youth.

2.2.03.04 Programmed instruction- instruction through information given in small steps with each requiring a correct response by the learner before going into the next step.

2.2.03.05 Simulation- technique whereby the instructor reproduces, under experimental conditions phenomena, likely to occur in actual performance.

2.2.03.06 Other (sensitivity, group consensus)- techniques such as sensitivity groups and other types of groups which prove effective in improving the communication lines between teachers and their students.

2.2.04 Resources for in-service education- the necessary elements needed to conduct an effective in-service education program for teachers and other educational personnel involved in the educating of the disadvantaged.

2.2.04.01 Program duration and spacing (time)- refers to the length of the in-service program and the actual schedule of classes or meetings.

2.2.04.02 Personnel to conduct the program- those individuals on the local, county, state, or federal level who will be responsible for conducting and coordinating the in-service education program.

2.2.04.02.01 Staffing patterns- deals with the type of individual, in terms of position (teachers, administrators, consultants), who will be responsible for in-service program development and implementation.

2.2.04.02.02 Personnel leadership skills- involves those traits necessary for the planning, implementing, and evaluating of an in-service education program.

2.2.04.03 Funding level and patterns- the source of the needed revenue to support the basic in-service program (local, state or federal), and basis on which in-service instructors, consultants, classroom teachers, and other personnel will be compensated for their participation.

2.2.04.04 Materials- an appraisal of the various types of materials such as curriculum guides, films, simulation packages, learning packages, etc., that would be used as integral segments of the curriculum for the in-service education program.

2.2.04.05 Setting- the environment which is most suitable for the conduct of an in-service education program.

2.3 Evaluation- process of determining the effectiveness of the in-service education program.

2.3.01 Context- defines the relevant environment, describes the desired and actual conditions pertaining to that environment, identifies unmet needs and unused opportunities, and diagnoses the problems that prevent needs from being met and opportunities from being used.

2.3.02 Input- identifies and assesses relevant capabilities of the responsible agency, strategies for achieving

program goals, and designs for implementing a selected strategy.

2.3.03 Process- detect or predict defects in the procedural design or its implementation during the implementation stages, to provide information for programmed decisions, and maintain a record of the procedure as it occurs.

2.3.04 Product- to measure and interpret attainments not only at the end of a project cycle, but as often as necessary during the project term.

2.4 Evaluation instruments- measuring devices for determining the present and future value of the various aspects of an in-service education program.

2.4.01 Context- the degree of accuracy of the instrument to measure the value of the context of the in-service education program.

2.4.02 Input- the accuracy of the instrument to measure the prescribed variables in the in-service education program.

2.4.03 Process- the ability of the evaluation instrument to measure accurately the changes that lead toward a particular result.

2.4.04 Product- the ability of the evaluation instrument to produce reliable data, in terms of product, upon which sound conclusions can be based.

Explanation of Procedural Suggestions and Guidelines

To assist in the effective utilization of OPERATION RESOURCE, Table One was constructed. It contains (1) a procedural order for organizing an in-service education program and relates the order to the various categories in the in-service education category (2.0); and (2) the people who may be involved in reading the resumes and making decisions. You will note that all of the major subcategories are involved in all in-service education programs. The alternatives or choices emerge from the subcategories.

The procedural suggestions (Table One) came from the personal experiences of the project staff as well as from application of the guidelines for planning and conducting effective programs, pages 31 to 32, which were developed during the project. The guidelines were developed as cause and effect generalizations by the process of synthesizing the findings reported in OPERATION

RESOURCE and from other relevant literature. The supporting evidence for each guideline is from pages 33 to 35.

Two illustrations follow as examples of relating the procedural suggestions with the Guidelines for Effective In-service Education Programs. Illustration one: if a state director of vocational education, from a state with many inner-city disadvantaged youth, wanted a sound basis for justifying the need for an in-service education program, the state director may want to seriously study Guideline 1 that follows: when the need for in-service education is locally recognized and determined, then, the program is more likely to impact on the need and to be accepted by the participants. If this state director's behavior is guided by this generalization, the following actions may result.

1) He would read the resumes which fall within the sub-categories of 2.0 In-service Education (page 55), 2.1 Need for In-service Education (page 55), 2.1.01 Basis for Need (page 55), and 2.1.02, Supporting Evidence (page 55), to find out what alternatives are available from the literature.

2) He may order some of the documents from which the resumes were developed and call the staff's attention to them.

3) He and the state staff may decide to organize an advisory committee to help develop a state survey to establish the need for in-service education.

4) The state survey may reveal a great need in a specific area of the state. The state staff may decide that the staff member, in charge of personnel development, should concentrate his or her efforts in this one area and promote the idea of the need for in-service education.

5) The staff member visits with the administrators and supervisors in the local area to explain the results of the survey and the interest of the state staff in implementing an in-service education program in their area as a pilot program.

6) Following the visit, the superintendent, other administrators and the local supervisors hold a meeting and review the survey report plus the resumes for justifying need (2.1, 2.1.01, 2.1.02). They also decide to follow Guideline 1.

7) A committee of administrators, teachers and supervisors who would be involved in the in-service program if it was accepted, meet to determine local needs by:

a) Reviewing and determining adequacy of state survey results as they relate to local need for an in-service education program.

b) Examining resource allocation resumes (2.2.04.01) concerning different funding levels and patterns, thus determining the local funding capabilities.

8) The committee decides that the survey is adequate and presents the state survey results to the potential participants for determining acceptance or rejection of the need for the in-service education idea.

This is the initial step in Table One of organizing an in-service education program.

Once a sound decision has been reached by the local educational personnel concerning the implementation of an in-service educational program, the actual program planning begins.

The second illustration picks up this group of participants (from the first illustration) as they are solving problems connected with Designs for In-service Education Program (2.2, p. 55). At this third session of the group, they are involved in planning the "program duration and spacing" (2.2.04.01, p. 60). A small group had read the 13 resumes in this section and made the following recommendations to the total group.

A. That the group implement guideline 5: "When the in-service education program is organized with continuous education input over an extended period of time, then, the chance of changing the participants' behavior is greatly enhanced" (p. 31).

B. That the program be a year in duration (this implements the recommendations from resumes ORDI 0006, p. 66; ORI 5085, p. 139; ORI 5481, p. 167.

C. That the group meets each month, with one workday every month being devoted to in-service activities (this implements the recommendations from resumes ORDI 0006, p. 66 and ORI 5121, p. 144.

The participants agreed with the recommendations and then they were ready to consider the element of "resource allocation" (2.2.04) as it relates to the program duration and spacing (2.2.04.04).

TABLE ONE

PROCEDURAL SUGGESTION FOR IN-SERVICE EDUCATION PROGRAMS UTILIZING OPERATION RESOURCE

Procedural Order	Categories Within In-service Education	Who Needs the Information
First	2.1 Need for in-service education	
	2.1.01 Basis for need 2.1.02 Supporting evidence	Administrators: state and/or local levels
	2.2 Designing in-service education	
Second	2.2.04.03 Funding level and patterns	Administrators and participants
Third	2.2.04.01 Program duration and spacing (time)	Administrators, in-service consultants and participants
Fourth	2.2.04.02 Personnel to conduct the program.	Administrators and participants
Fifth	2.2.01 Organizational patterns	In-service educator(s) and participants
Sixth	2.2.02 Content of in-service education	In-service educator(s) and participants
Seventh	2.2.04.04 Materials	In-service educator(s) and participants
Eighth	2.2.03 Techniques for teaching in-service education	In-service educator(s) and participants
Ninth	2.3 Evaluation 2.4 Evaluation instruments	In-service educator(s) and participants

GUIDELINES FOR EFFECTIVE IN-SERVICE EDUCATION PROGRAMS

Local School Decisions

1) When the need for in-service education is locally recognized and determined, then, the program is more likely to impact on the need and to be accepted by the participants.

2) When teachers elect to implement certain educational changes, then, these changes will be more likely to occur when the local school districts provide the supporting resources.

Participants

3) When all of the educational personnel involved with disadvantaged youth are a part of the in-service education program, then, it will be more likely that the program will have a positive enduring effect in the total educational environment.

4) When the decision to participate or not to participate is made by each individual, then, autonomy is more likely to be preserved and commitment to behavioral change is more likely to be strengthened.

Program

a. Program Organization

5) When the in-service education program is organized with continuous education input over an extended period of time, then, the chance of changing the participants' behavior is greatly enhanced.

6) When the in-service education program is organized to permit flexibility in scheduling and geographic location, then, the acquiring of individualized experiences needed by the participants is more likely to occur.

b. Program Content

7) When the content for the in-service education program is cooperatively planned by the participants, then, it is more likely to be relevant to the needs of the participants.

8) When the content for the in-service education program utilizes past experiences of the participants as one condition for determining content, then, new insights and needed changes in teaching-learning situations are more likely to be developed.

9) When the content is centered on understanding disadvantaged youth as individuals and as learners, then, the applicability and reliability of the content are more likely to exist.

10) When teachers gain an understanding of the concerns and expectations of parents of disadvantaged youth, then, they are more likely to initiate programs centered on these valued needs.

11) When the content is comprehensive in scope (objectives related to cognitive, affective, psychomotor and social domains), then, the in-service education program is more likely to contain the elements necessary to changing of teaching behaviors.

12) When teachers are taught techniques for communicating and interacting with students, then, they will be more likely to make use of more accepting behaviors and less rejecting behaviors in the classroom.

c. Teaching Strategies

13) When principles or theories of teaching-learning are utilized in developing an in-service education program, then, more efficient and effective learning on the part of the participant will be more likely to result.

14) When the decisions made by the group influence the content and the pattern of learning experiences in the in-service education program, then, the participants are most likely to moderate or change their behavior.

15) When the techniques involved in the teaching strategies focus on the learning style or pattern and perceived needs of each individual participant, then, it is more likely that the participants will achieve their goals.

Supporting Evidence for the Guidelines

Local School Decisions

Guideline 1: ORI 5101, ED 025 036; ORI 5461; ORI 5465; ORI 5601; Drummond, pp. 113-120; Harris, p. 6; Hill, p. 162; Smith and Other, p. 156; and _____, p. 286.

Guideline 2: ORI 5085, ED 024 728; ORI 5461; ORI 5463, ED 015 980; ORI 5465; ORI 5601; ORI 5621, ED 003 505; ORI 5641, ED 022 814; Harris, pp. 4, 12, 28; Hilgard, pp. 486-487; Hill, p. 162; and _____, pp. 288-301.

Participants

Guideline 3: ORI 5085, ED 024 728; ORI 5165, ED 010 074; ORI 5363, ED 038 217; ORI 5623, ED 033 894; Drummond, pp. 113-120; Hill, p. 163; Ponder, p. 238; and _____, pp. 305-308.

Guideline 4: ORI 5621, ED 003 505; Harris, p. 12; Hilgard, pp. 486-487; Hill, pp. 162-163; and _____, pp. 290-292.

Program

a. Program Organization

Guideline 5: ORI 5061; ORI 5103, ED 022 263; ORI 5104, ED 017 596; ORI 5165, ED 010 074; ORI 5481, ED 032 191; ORI 5621, ED 003 505; ORI 5623, ED 033 894; Drummond, pp. 113-120; Harris, p. 6; Hill, pp. 166-173; Ponder, p. 246; Smith and Others, p. 158; and _____, p. 287.

Guideline 6: ORI 5105, ED 030 824; ORI 5163, ED 049 389; ORI 5465; ORI 5602, ED 018 482; ORI 5921; Drummond, pp. 113-120; Harris, p. 5; and Hill, p. 164

b. Program Content

Guideline 7: ORI 5101, ED 025 036; ORI 5465; ORI 5621, ED 003 505; Drummond, pp. 113-120; Hilgard, pp. 486-487; Kelley and Rasey, p. 191; and _____, p. 286.

Guideline 8: ORI 5085, ED 024 728; ORI 5681; Hilgard, pp. 486-487; Hill, p. 160; Kelley and Rasey, p. 140; and Smith and Others, p. 152.

Guideline 9: ORI 5027, ED 045 740; ORI 5084, ED 033 090; ORI 5085, ED 024 728; ORI 5162, ED 048 975; ORI 5403; ORI 5466, ED 033 062; ORI 5684; ORI 5763, ED 022 569; Hill, p. 157; Ponder, p. 232; and Smith and Others, p. 152.

Guideline 10: ORI 5165, ED 010 074; ORI 5463, ED 015 980; ORI 5466, ED 033 062; ORI 5481, ED 032 191; ORI 5623, ED 033 894; Hill, p. 157; Ponder, p. 246; and Smith and Others, p. 152.

Guideline 11: ORI 5024, VT 005 762; ORI 5026; ORI 5463, ED 015 980; ORI 5584.

Guideline 12: ORI 5085, ED 024 728; ORI 5325, ED 037 374; ORI 5586; ORI 5601; ORI 5622, ED 045 573; ORI 5684; Harris, p. 12; Hill, p. 159; Ponder, p. 233; and Smith and Others, p. 155.

c. Teaching Strategies

Guideline 13: ORI 5168, ED 033 299; ORI 5466, ED 033 062; ORI 5586; ORI 5601; Bruner, pp. 17-32; Hill, p. 155; Smith and Others, pp. 152-157; and _____, p. 293.

Guideline 14: ORI 5465; ORI 5601; Drummond, pp. 113-120; Harris, p. 5; Hilgard, pp. 486-487; and _____, p. 350.

Guideline 15: ORI 5104, ED 017 596; ORI 5465; ORI 5601; Drummond, pp. 113-120; Hilgard, pp. 486-487; Hill, p. 165; and _____, p. 351.

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Chapter Four

Categories with Indexed Resumes

Tables Two and Three were developed to index the categories (Educating Disadvantaged Learners and In-service Education) with specific resumes as identified by page number, by ORDI Document Number, and ERIC Document Number. Table Two categories (Educating Disadvantaged Learners) are from pages 37 to 54 and Table Three categories (In-service Education) are from pages 55 to 63.

TABLE TWO

CATEGORIES OF "OPERATION RESOURCE" RESUMES FOR THE DISADVANTAGED LEARNERS

Categories	OPERATION RESOURCE Resumes		Page Number in Chapter V Related to Content
	ORDI Document Number	ERIC Document Number	
1.0 Educating disadvantaged learners	ORDI 0001 U	ED 001 789	65
	ORD 0002	ED 019 776	65
	ORDI 0003	ED 040 244	65
	ORD 0004		66
	ORDI 0005	ED 013 266	66
	ORDI 5006	VT 010 163	135
1.1 Knowing the disadvantaged	ORD 0004		66
	ORDI 0006	ED 027 267	66
	ORD 0023 R		68
	ORD 0052 M	ED 040 777	73
	ORD 0054 M	ED 053 829	91
	ORD 0061	ED 016 537	92
	ORD 0408	ED 048 958	82
	ORD 1061		101
	ORD 1083	ED 027 246	107
	ORD 1443	ED 050 300	122
	ORD 1444	ED 050 301	122
1.1.01 Life style of disadvantaged	ORD 0004		66
	ORDI 0005	ED 013 266	66
	ORD 0021 M	ED 015 800	67
	ORD 0023 R		68
	ORD 0041 R	ED 041 666	70
	ORD 0042 I	ED 041 662	70
	ORD 0043 R	ED 050 852	70
	ORD 0044 I	ED 014 727	70
	ORD 0045 I	ED 018 299	71
	ORD 0046 R	ED 027 125	71
	ORD 0047 I	ED 003 853	71
	ORD 0048 I	ED 014 369	72
	ORD 0049 I	ED 017 383	72
	ORD 0050 IM	ED 016 387	72
	ORD 0051 I	ED 036 386	72
	ORD 0052 M	ED 040 777	73
	ORD 0053 M	ED 041 980	73
	ORD 0054 M	ED 053 829	73

Categories	OPERATION RESOURCE Resumes		Page Number in Chapter V Related to Content
	ORDI Document Number	ERIC Document Number	
1.1.01 Life styles of disadvantaged (cont'd)	ORD 0055 M	ED 041 134	74
	ORD 0661	ED 050 302	87
	ORD 0847 I	ED 040 815	90
	ORD 1045 U	ED 041 082	100
	ORD 1061		101
	ORD 1162 U	ED 001 037	110
	ORD 1442		121
	ORD 1443	ED 050 300	122
	ORD 1444	ED 050 301	122
	ORD 1445	ED 050 304	122
1.1.01.01 Ethnic backgrounds	ORD 0023 R		68
	ORD 0041 R	ED 041 666	70
	ORD 0052 M	ED 040 777	73
	ORD 0053 M	ED 041 980	73
	ORD 0054 M	ED 053 829	73
	ORD 0055 M	ED 041 134	74
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	ORD 0986	ED 033 986	92
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1.1.01.02 Physical and health characteristics	ORD 0051 I	ED 036 386	72
	ORD 0986	ED 033 986	92
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1.1.01.03 Educational patterns	ORDI 0003	ED 040 244	65
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	ORD 0042 I	ED 041 662	70
	ORD 0043 R	ED 050 852	70
	ORD 0051 I	ED 036 386	72
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	ORD 0661	ED 050 302	87
	ORD 0662	ED 043 690	87
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	ORD 1443	ED 050 300	122
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1.1.01.03.01 Fundamental skills	ORD 0041 R	ED 041 666	70
	ORD 0141 R	ED 020 236	77
	ORD 0662	ED 043 690	87
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	ORD 0982 M		91
	ORD 0986	ED 033 986	92
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1.1.01.04 Family patterns	ORD 0007	ED 013 265	67
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	ORD 0041 R	ED 041 666	70
	ORD 0043 R	ED 050 852	70
	ORD 0052 M	ED 040 777	73
	ORD 0055 M	ED 041 134	74
	ORD 0408	ED 048 958	82
	ORD 0661	ED 050 302	87
	ORD 0848		90
	ORD 1444	ED 050 301	122
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1.1.01.05 Economic patterns	ORD 0021 M	ED 015 800	67
	ORD 0023 R		68
	ORD 0028	ED 018 505	69
	ORD 0041 R	ED 041 666	70
	ORD 0042 I	ED 041 662	70
	ORD 0043 R	ED 050 852	70
	ORD 0051 I	ED 036 386	72
	ORD 0052 M	ED 040 777	73
	ORD 0054 M	ED 053 829	73
	ORD 0122 I		75
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	ORD 0525 M	ED 015 802	84
	ORD 0847 I	ED 040 815	90
	ORD 0994 I	ED 049 883	94
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1.1.01.05.01 Employment	ORD 0026 R	ED 033 794	69
	ORD 0041 R	ED 041 666	70
	ORD 0051 I	ED 036 386	72
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	ORD 0341	ED 037 609	78
	ORD 0342	ED 050 231	78
	ORD 0343 R	ED 011 806	78
	ORD 0844 R	ED 049 882	89
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1.1.01.05.02 Income	ORD 0021 M	ED 015 800	67
	ORD 0041 R	ED 041 666	70
	ORD 0051 I	ED 036 386	72
	ORD 0322		77
	ORD 0361 R	ED 015 066	79
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	ORD 0363 R	ED 017 363	79
	ORD 0561 R	ED 015 805	85
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1.1.01.06 Political realities	ORD 0042 I	ED 041 662	70
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	ORD 0021 M	ED 015 800	67
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	ORD 0024 M	ED 010 587	68
	ORD 0028	ED 018 505	69
	ORD 0041 R	ED 041 666	70
	ORD 0043 R	ED 050 852	70
	ORD 0051 I	ED 036 386	72
	ORD 0052 M	ED 040 777	73
	ORD 0053 M	ED 041 980	73
	ORD 0054 M	ED 053 829	73
	ORD 0055 M	ED 041 134	74
	ORD 0122 I		75
	ORD 0362 R	ED 012 663	79
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	ORD 0405	ED 012 756	81
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	ORD 0407 R	ED 019 169	81
	ORD 0408	ED 048 958	82
	ORD 0409	ED 037 400	82
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	ORD 0661	ED 050 302	87
	ORD 0847 I	ED 040 815	90
	ORDI 0984		91
	ORD 0989	ED 050 305	93
	ORD 0991	ED 050 306	93
	ORD 0998	ED 029 931	95
	ORD 1027	ED 048 405	98
	ORD 1045 U	ED 041 082	100
	ORD 1105	ED 035 958	109
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	ORD 0027 M	ED 015 803	69
	ORD 0028	ED 018 505	69
	ORD 0041 R	ED 041 666	70
	ORD 0043 R	ED 050 852	70
	ORD 0051 I	ED 036 386	72
	ORD 0052 M	ED 040 777	73
	ORD 0053 M	ED 041 980	73
	ORD 0054 M	ED 053 829	73
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	ORD 0847 I	ED 040 815	90
	ORD 0848		90
	ORD 0986	ED 033 986	92
	ORD 0991	ED 050 306	93
	ORD 1177		113
	ORD 1402		120
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1.1.02 Learning readiness of disadvantaged learners			
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	ORD 0007	ED 013 265	67
	ORD 0023 R		68
	ORD 0028	ED 018 505	69
	ORD 0052 M	ED 040 777	73
	ORD 0054 M	ED 053 829	73
	ORD 0122 I		75
	ORD 0542		85
	ORD 0641 M	ED 029 723	86
	ORD 0662	ED 043 690	87
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	ORDI 0984		91
	ORD 0991	ED 050 306	93
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	ORD 1162 U	ED 001 037	110
	ORD 1443	ED 050 300	122
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1.1.02.01 Maturation			
	ORD 0007	ED 013 265	67
	ORD 0024 M	ED 010 587	68
	ORD 0026 R	ED 033 794	69
	ORD 0028	ED 018 505	69
	ORD 0561 R	ED 015 805	85
	ORD 0563 M	ED 020 845	85
	ORD 0564 IM	ED 029 746	86
	ORD 0641 M	ED 029 723	86
	ORD 0662	ED 043 690	87
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	ORD 0122 I		75
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	ORD 0643	ED 014 335	86
	ORD 0847 I	ED 040 815	90
	ORDI 0984		91
	ORD 1045 U	ED 041 082	100
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	ORD 0662	ED 043 690	87
	ORD 0848		90
	ORD 1027	ED 048 405	98
	ORD 1045 U	ED 041 082	100
1.1.02.04 General learning patterns	ORD 0002	ED 019 776	65
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	ORD 0122 I		75
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1.2 Educational needs of disadvantaged learners	ORD 0002	ED 019 776	65
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	ORDI 0006	ED 027 267	66
	ORD 0061	ED 016 537	74
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	ORD 0844 R	ED 049 882	89
	ORD 0846	ED 036 563	89
	ORD 0847 I	ED 040 815	90
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	ORD 0983 M	ED 050 844	91
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	ORD 0989	ED 050 305	93
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	ORD 0842	ED 020 216	88
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	ORD 1174	ED 043 735	113
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1.2.03 Skills	ORDI 0001 U	ED 001 789	65
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	ORD 1174	ED 043 735	113
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1.2.04 Action patterns	ORD 0842	ED 020 216	88
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1.3 Teaching disadvantaged learners	ORDI 0003	ED 040 244	65
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	ORDI 0005	ED 013 266	66
	ORD 0007	ED 013 265	67
	ORD 0408	ED 048 958	82
	ORD 0983 M	ED 050 844	91
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	ORD 0989	ED 050 305	93
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1.3.01.01 Motivation	ORDI 0001 U	ED 001 789	65
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	ORD 0991	ED 050 306	93
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	ORD 0041 R	ED 041 666	70
	ORD 0053 M	ED 041 980	73
	ORD 0408	ED 048 958	82
	ORD 0526		84
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	ORD 0723	ED 012 291	88
	ORD 0846	ED 036 563	89
	ORD 0847 I	ED 040 815	90
	ORD 0981 U		90
	ORDI 0984		91
	ORD 0986	ED 033 986	92
	ORD 0988		92
	ORD 0989	ED 050 305	93
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	ORD 0991	ED 050 306	93
	ORD 0994 I	ED 049 883	94
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	ORD 1041		99
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	ORD 1043	ED 037 375	99
	ORD 1044	ED 037 399	99
	ORD 1045 U	ED 041 082	100
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1.3.03 Instructional materials	ORDI 0001 U	ED 001 789	65
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	ORDI 0005	ED 013 266	66
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	ORD 0041 R	ED 041 666	70
	ORD 0053	ED 041 980	73
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	ORD 0998	ED 029 931	95
	ORD 1003 U		96
	ORD 1027	ED 048 405	98
	ORDI 1062 U	ED 034 402	101
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	ORD 1003 U		96
	ORD 1046	ED 044 746	100
	ORD 1047	ED 050 639	101
	ORD 1072		104
	ORD 1077		105
	ORD 1079	ED 028 997	105
	ORD 1101	ED 018 489	107
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	ORD 1105	ED 035 958	109
	ORD 1106	ED 045 778	109
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	ORDI 1169	ED 042 920	111
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	ORD 1172		112
	ORD 1184 U	ED 040 279	115
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	ORD 1444	ED 050 301	122
	ORD 2161	ED 048 474	133
1.3.06.01 Industrial training programs	ORD 0982 M		91
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	ORD 1174	ED 043 735	113
	ORD 1181 R		114
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1.3.06.02 School-community programs	ORDI 0005	ED 013 266	66
	ORD 0041 R	ED 041 666	70
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	ORD 1162 U	ED 001 037	110
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	ORD 1170		112
	ORD 1202 U		115
	ORD 1447	ED 050 303	123
	ORD 2114	ED 016 705	130
1.3.06.03 Compensatory school programs	ORDI 0003	ED 040 244	65
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	ORD 0986	ED 033 986	92
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	ORD 1170		112
	ORDI 1172		112
	ORD 1175	ED 047 033	113
	ORD 1177		113
	ORD 1184 U	ED 040 279	115
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	ORDI 2111	ED 024 739	129
	ORD 2112 U	ED 027 367	130
	ORD 2113	ED 016 728	130
	ORD 2114	ED 016 705	130
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	ORD 2116	ED 001 045	131
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	ORDI 2120	ED 017 568	132
1.4 Other influences on learning	ORD 0004		66
1.4.01 In-school influences on learning	ORDI 1241	ED 019 441	116
1.4.01.01 General program organizational patterns	ORDI 0005	ED 013 266	66
	ORDI 0006	ED 027 267	66
	ORD 0041 R	ED 041 666	70
	ORD 0842	ED 020 216	88
	ORD 1045 U	ED 041 082	100
	ORD 1101	ED 018 489	107
	ORDI 1164 U	ED 001 049	110
	ORD 1170		112
	ORDI 1172		112
	ORD 1202 U		115
	ORDI 1241	ED 019 441	116
	ORDI 1261	ED 020 821	116
	ORD 1262		117
	ORD 1263 U		117
	ORD 1361 U		119
	ORD 1421	ED 028 133	120
	ORDI 1901 U	ED 001 548	126
	ORD 1902 U		126
	ORD 2112 U	ED 027 367	130
	ORDI 2120	ED 017 568	132
1.4.01.02 Physical facilities	ORD 1072		104
	ORD 1101	ED 018 489	107
	ORDI 1172		112
	ORD 1183		114
	ORD 1202 U		115

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1.4.01.02 Physical facilities (cont'd)	ORDI 1241	ED 019 441	116
	ORD 1281		117
1.4.01.03 General school climate	ORD 0843		89
	ORD 0989	ED 050 305	93
	ORD 1003 U		96
	ORD 1004	ED 013 698	96
	ORD 1045 U	ED 041 082	100
	ORDI 1241	ED 019 441	116
	ORD 1281		117
	ORDI 1301	ED 033 895	118
	ORD 1302 U	ED 041 959	118
1.4.01.03.01 Psychological	ORDI 0006	ED 027 267	66
	ORD 0987		92
	ORD 0989	ED 050 305	93
	ORD 1281		117
	ORDI 1322		118
1.4.01.03.02 Philosophical	ORD 0989	ED 050 305	93
	ORD 1361 U		119
1.4.01.04 School personnel	ORDI 0006	ED 027 267	66
	ORDI 1164 U	ED 001 049	110
	ORDI 1241	ED 019 441	116
	ORD 1381	ED 016 750	119
	ORD 2115 U	ED 013 856	131
1.4.01.04.01 Teachers			
1.4.01.04.01.01 Personal traits (teachers)	ORD 0002	ED 019 776	65
	ORDI 0005	ED 013 266	66
	ORDI 0006	ED 027 267	66
	ORD 0121 I	ED 034 625	74
	ORD 0526		84
	ORD 0661	ED 050 302	87
	ORD 0848		90
	ORDI 0984		91
	ORD 0997	ED 022 800	95
	ORD 0998	ED 029 931	95
	ORDI 1001	ED 017 545	95
	ORD 1003 U		96
	ORD 1044	ED 037 399	99
	ORD 1077		105
	ORDI 1322		118
	ORD 1401		119
	ORD 1402		120
	ORD 1421	ED 028 133	120
	ORDI 1423	ED 027 357	120
	ORD 1424	ED 013 251	120
	ORD 1425		121
	ORDI 2120	ED 017 568	132
	ORD 2161	ED 048 474	133
	ORDI 5883		198

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	ORDI Document Number	ERIC Document Number	
1.4.01.04.01.02 Training programs (teachers)			
	ORD 0004		66
	ORDI 0005	ED 013 266	66
	ORDI 0006	ED 027 267	66
	ORD 0007	ED 013 265	67
	ORD 0408	ED 048 958	82
	ORD 0661	ED 050 302	87
	ORD 0847 I	ED 040 815	90
	ORDI 0984		91
	ORD 0989	ED 050 305	93
	ORD 0991	ED 050 306	93
	ORD 0997	ED 022 800	95
	ORD 0998	ED 029 931	95
	ORD 1003 U		96
	ORD 1004	ED 013 698	96
	ORDI 1005		97
	ORD 1084	ED 034 411	107
	ORD 1177		113
	ORD 1401		119
	ORD 1421	ED 028 133	120
	ORDI 1423	ED 027 357	120
	ORD 1425		121
	ORDI 1441	ED 049 329	121
	ORD 1442		121
	ORD 1443	ED 050 300	122
	ORD 1444	ED 050 301	122
	ORD 1445	ED 050 304	122
	ORD 1446	ED 029 003	123
	ORD 1447	ED 050 303	123
	ORD 1453	ED 029 920	123
	ORDI 2120	ED 017 568	132
1.4.01.04.01.03 Recruiting (teachers)			
	ORD 0004		66
	ORD 0041 R	ED 041 666	70
	ORD 1177		113
	ORD 1425		121
	ORDI 2111	ED 024 739	129
1.4.01.04.01.04 Roles-duties (teachers)			
	ORDI 0005	ED 013 266	66
	ORD 0061	ED 016 537	74
	ORD 0848		90
	ORD 0981 U		90
	ORD 0993	ED 028 988	94
	ORD 0995 U	ED 042 869	94
	ORD 0997	ED 022 800	95
	ORD 1003 U		96
	ORD 1004	ED 013 698	96
	ORD 1005		97
	ORD 1041		99
	ORDI 1062 U	ED 034 402	101
	ORD 1077		105
	ORDI 1080	ED 035 699	106
	ORD 1221	ED 026 335	115
	ORD 1222	ED 027 986	116
	ORD 1361 U		119
	ORD 1581		123
	ORDI 1901 U	ED 001 548	126
	ORDI 2111	ED 024 739	129
	ORD 2113	ED 016 728	130
	ORD 2116	ED 001 045	131
	ORDI 2120	ED 017 568	132

Categories	OPERATION RESOURCE Resumes		Page Number in Chapter V Related to Content
	ORDI Document Number	ERIC Document Number	
1.4.01.04.02 Counselors	ORDI 0005	ED 013 266	66
1.4.01.04.02.01 Personal traits (counselors)	ORDI 1322		118
1.4.01.04.02.02 Training program (counselors)			
1.4.01.04.02.03 Recruiting (counselors)			
1.4.01.04.02.04 Roles-duties (counselors)	ORD 0404 R	ED 015 042	80
	ORD 0983 M	ED 050 844	91
	ORD 0986	ED 033 986	92
	ORD 1046	ED 044 746	100
	ORD 1061		101
	ORD 1161 R	ED 050 296	109
	ORD 1170		112
	ORD 1174	ED 043 735	113
	ORD 1183		114
	ORD 1444	ED 050 301	121
	ORD 1581		123
	ORD 1582	ED 026 527	124
	ORD 1583	VT 010 944	124
	ORD 1584	VT 007 827	124
	ORD 1585		125
	ORD 1586	ED 015 494	125
	ORDI 1901 U	ED 001 548	126
	ORD 2061 R	ED 015 808	127
	ORD 2113	ED 016 728	130
1.4.01.04.03 Administrators	ORDI 0005 U	ED 013 266	66
	ORD 0989	ED 050 305	93
	ORD 0994 I	ED 049 883	94
1.4.01.04.03.01 Personal traits (administrators)	ORD 0121 I	ED 034 625	74
	ORD 0564 IM	ED 029 746	86
	ORDI 1322		118
	ORD 2161	ED 048 474	133
1.4.01.04.03.02 Training programs (administrators)	ORDI 2111	ED 024 739	129
1.4.01.04.03.03 Recruiting (administrators)			
1.4.01.04.03.04 Roles-duties (administrators)	ORD 1004	ED 013 698	96
	ORD 1361 U		119
	ORD 1902 U		126
1.4.01.04.04 Para-professionals	ORDI 0003	ED 040 244	65

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	ORDI Document Number	ERIC Document Number	
1.4.01.04.04 Para-professionals (cont'd)	ORD 0994 I	ED 049 883	94
	ORD 1003 U		96
	ORD 2081	ED 038 616	128
	ORDI 5090	ED 013 241	141
1.4.01.04.04.01 Personal traits (para-professionals)	ORD 2081	ED 038 616	128
1.4.01.04.04.02 Training programs (para-professionals)	ORDI 0003	ED 040 244	65
	ORDI 0006	ED 027 267	66
	ORDI 1080	ED 035 699	106
	ORD 1701	ED 039 198	125
	ORD 2081	ED 038 616	128
1.4.01.04.04.03 Recruiting (para-professionals)	ORDI 0006	ED 027 267	66
	ORDI 1080	ED 035 699	106
1.4.01.04.04.04 Roles-duties (para-professionals)	ORDI 0003	ED 040 244	65
	ORDI 0006	ED 027 267	66
	ORD 0842	ED 020 216	88
	ORD 1079	ED 028 997	105
	ORDI 1080	ED 035 699	106
	ORD 1701	ED 039 198	125
	ORD 2113	ED 016 728	130
	ORDI 2120	ED 017 568	132
1.4.01.04.05 Support personnel			
1.4.01.04.05.01 Personal traits (support personnel)			
1.4.01.04.05.02 Training programs (support personnel)			
1.4.01.04.05.03 Recruiting (support personnel)			
1.4.01.04.05.04 Roles-duties (support personnel)	ORDI 1901 U	ED 001 548	126
	ORDI 2120	ED 017 568	132
1.4.01.05 Personnel organizational arrangements	ORD 0002	ED 019 776	65
	ORDI 1172		112
	ORD 1177		113
	ORD 1425		121
	ORDI 1901 U	ED 001 548	126
	ORD 1902 U		126
	ORD 2116	ED 001 045	131
	ORDI 2120	ED 017 568	132

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1.4.02 Out-of-school influences on learning	ORD	1222	ED 027 986	116
1.4.02.01 Personal needs	ORD	1181 R		114
	ORD	1183		114
	ORD	1222	ED 027 986	116
1.4.02.02 Family patterns and relationships	ORDI	0001 U	ED 001 789	65
	ORD	0002	ED 019 776	65
	ORD	0041 R	ED 041 666	70
	ORDI	0984		91
	ORD	0988		92
	ORD	1222	ED 027 986	116
	ORD	1961		136
1.4.02.03 Study arrangements	ORD	1072		112
	ORD	1222	ED 027 986	116
	ORD	1263 U		117
1.4.02.04 School-community relations	ORDI	0001 U	ED 001 789	65
	ORD	0002	ED 019 776	65
	ORDI	0003	ED 040 244	65
	ORD	0004		66
	ORDI	0005	ED 013 266	66
	ORD	0041 R	ED 041 666	70
	ORD	0053 M	ED 041 980	73
	ORD	0122 I		75
	ORD	0526		84
	ORD	0843		89
	ORD	0847 I	ED 040 815	90
	ORD	0983 M	ED 050 844	91
	ORDI	0984		91
	ORD	0991	ED 050 306	93
	ORD	0993	ED 028 988	94
	ORD	0995 U	ED 042 869	94
	ORD	0996	ED 021 379	95
	ORDI	1001	ED 017 545	95
	ORD	1003 U		96
	ORD	1004	ED 013 698	96
	ORD	1045 U	ED 041 082	100
	ORD	1079	ED 028 997	105
	ORD	1162 U	ED 001 037	110
	ORDI	1164 U	ED 001 049	110
	ORD	1425		121
	ORD	1447	ED 050 303	123
	ORDI	1901 U	ED 001 548	126
	ORD	2101	ED 043 587	128
	ORD	2102	ED 032 926	128
	ORD	2104	ED 028 819	129
	ORD	2105		129
	ORD	2107		129
	ORD	2116	ED 001 045	131
	ORD	2119 U	ED 017 578	132
1.4.02.05 Peer relationships	ORDI	0001 U	ED 001 789	65
	ORD	0526		84
	ORD	1061		101
	ORD	1222	ED 027 986	116

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	ORDI Document Number	ERIC Document Number	
1.5 Occupational factors affecting the disadvantaged worker	ORD 0844 R	ED 049 882	89
	ORD 1022		97
	ORD 1174	ED 043 735	113
	ORD 2042		127
1.5.01 Occupational opportunities	ORD 0342	ED 050 231	78
	ORD 0844 R	ED 049 882	89
	ORD 1027	ED 048 405	98
	ORD 1174	ED 043 735	113
	ORD 2042		127
	ORD 2061 R	ED 015 808	127
1.5.02 Job satisfaction	ORD 1022		97
	ORD 1174	ED 043 735	113
	ORD 1586	ED 015 494	125
	ORD 2042		127
	ORD 2081	ED 038 616	128
1.5.03 Occupational aspirations	ORD 0052 M	ED 040 777	73
	ORD 0405	ED 012 756	81
	ORD 1174	ED 043 735	113
	ORD 1586	ED 015 494	125
	ORD 2042		127
1.5.04 Employer-employee relations	ORD 1022		97
	ORD 1174	ED 043 735	113
	ORD 2041	VT 011 987	127
	ORD 2042		127

TABLE THREE

CATEGORIES OF "OPERATION RESOURCE" RESUMES FOR IN-SERVICE EDUCATION

Categories	OPERATION RESOURCE Resumes		Page Number in Chapter V Related to Content
	ORDI Document Number	ERIC Document Number	
2.0 In-service education	ORI 5001	ED 046 879	133
	ORI 5002	ED 044 830	134
	ORI 5003	ED 044 390	134
	ORI 5004		134
	ORI 5005		134
	ORDI 5006	VT 010 163	135
	ORI 5784		192
2.1.00 Need for in-service education	ORDI 1241	ED 019 441	116
	ORDI 1301	ED 033 895	118
	ORI 5003	ED 044 390	134
	ORI 5004		134
	ORI 5011	ED 001 652	135
	ORI 5012	ED 032 366	135
2.1.01 Basis for need	ORDI 0006	ED 027 267	66
	ORDI 1080	ED 035 699	106
	ORDI 1322		118
	ORDI 1901	ED 001 548	126
	ORI 5022	ED 025 494	136
	ORI 5024	ED 021 128	136
	ORI 5026		136
	ORI 5027	ED 045 740	137
	ORI 5030		137
2.1.02 Supporting evidence	ORI 5061		137
2.2.00 Designing in-service education	ORI 5004		134
	ORI 5005		134
	ORI 5081		138
	ORI 5082		138
	ORI 5083		138
	ORI 5084	ED 033 090	139
	ORI 5085	ED 024 728	139
	ORI 5086		139
	ORI 5087		140
	ORI 5088		140
	ORI 5089	ED 042 436	140
	ORDI 5090	ED 013 241	141
	ORI 5567	ED 041 226	176
2.2.01 Organizational patterns	ORDI 1005		97
	ORDI 1423	ED 027 357	120
	ORI 5083		138
	ORI 5101	ED 025 036	141
	ORI 5102	ED 019 739	141
	ORI 5103	ED 022 263	142
	ORI 5104	ED 017 596	142
	ORI 5105	ED 030 824	142
	ORI 5106	ED 032 485	143

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2.2.01 Organizational patterns (cont'd)	ORI 5107	ED 050 843	143
	ORI 5108	ED 043 563	143
	ORI 5109	ED 029 849	144
	ORI 5301	ED 028 128	155
	ORI 5542	ED 050 564	173
	ORI 5543	ED 041 441	174
	ORI 5605	ED 047 193	181
2.2.01.01 Laboratory approach (simulation)	ORI 5004		134
	ORI 5081		138
	ORI 5109	ED 029 849	144
	ORI 5121		144
	ORI 5122	ED 003 613	144
	ORI 5123	ED 011 591	145
	ORI 5124	ED 037 401	145
	ORI 5525	ED 014 441	172
	ORI 5566	ED 022 726	176
	ORI 5733	ED 049 167	189
2.2.01.02 Involvement in classroom approach (clinic and supervised)	ORDI 0001 U	ED 001 789	65
	ORDI 0984		91
	ORDI 1901	ED 001 548	126
	ORI 5142	ED 033 837	145
	ORI 5143		146
	ORI 5144		146
2.2.01.03 Workshops/Institutes	ORDI 1164	ED 001 049	110
	ORDI 2120	ED 017 568	132
	ORI 5085	ED 024 728	139
	ORI 5101	ED 025 036	141
	ORI 5161	ED 049 163	146
	ORI 5162	ED 048 975	147
	ORI 5163	ED 049 389	147
	ORI 5164	ED 048 976	147
	ORI 5165	ED 010 074	148
	ORI 5166		148
	ORI 5167		149
	ORI 5168	ED 033 299	149
	ORI 5169	ED 030 985	149
	ORI 5170		149
	ORI 5171		150
	ORI 5172		150
	ORI 5173		150
	ORI 5174	ED 041 961	151
	ORI 5175	ED 050 217	151
	ORI 5176	ED 047 754	152
	ORI 5177	ED 043 051	152
	ORI 5179	VT 014 103	152
	ORI 5262	ED 049 191	155
	ORI 5365	ED 048 098	160
	ORI 5366	ED 021 137	160
	ORI 5409	ED 033 167	163
	ORI 5504	ED 039 318	170
	ORI 5564	ED 042 738	175
	ORI 5587		179
	ORI 5823	ED 046 884	193

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2.2.01.04 Conferences/Seminars	ORI 5081		138
	ORI 5101	ED 025 036	141
	ORI 5221		153
	ORI 5222		153
	ORI 5223		153
	ORI 5565	ED 034 747	176
	ORI 5801	ED 049 269	192
2.2.01.05 Preparation of curriculum publications	ORDI 1164	ED 001 049	110
	ORI 5241		154
	ORI 5242		154
	ORI 5542	ED 050 564	173
2.2.01.06 Courses	ORDI 0984		91
	ORDI 1261	ED 020 821	116
	ORDI 2120	ED 017 568	132
	ORI 5002	ED 044 830	134
	ORI 5088		140
	ORI 5123	ED 011 591	145
	ORI 5261	ED 049 170	154
	ORI 5262	ED 049 191	155
	ORI 5364	ED 021 807	160
	ORI 5467	ED 042 019	166
2.2.01.07 Development/Action research	ORDI 2111	ED 024 739	129
	ORI 5281		155
2.2.01.08 Observation of other teachers	ORDI 1062 U	ED 034 402	101
	ORI 5004		134
	ORI 5123	ED 011 591	145
	ORI 5301	ED 028 128	155
	ORI 5302	ED 050 036	156
	ORI 5303	ED 049 190	156
	ORI 5304	ED 016 860	156
	ORI 5305	ED 023 621	157
2.2.01.09 Other organizational patterns	ORDI 0006	ED 027 267	66
	ORI 5081		138
	ORI 5165	ED 010 074	148
	ORI 5321		157
	ORI 5322		157
	ORI 5323		157
	ORI 5325	ED 037 374	158
	ORI 5326	ED 046 902	158
2.2.01.10 Organizational pattern combinations	ORDI 1441	ED 049 329	121
	ORI 5101	ED 025 036	141
	ORI 5342	ED 027 240	159
2.2.02 Content of in-service education	ORDI 1001	ED 017 545	107
	ORI 5086		139

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	ORDI Document Number	ERIC Document Number	
2.2.02 Content of in-service education (cont'd)	ORI 5103	ED 022 263	142
	ORI 5105	ED 030 824	142
	ORI 5106	ED 032 485	142
	ORI 5162	ED 048 975	147
	ORI 5164	ED 048 976	147
	ORI 5168	ED 033 299	149
	ORI 5175	ED 050 217	151
	ORI 5305	ED 023 621	157
	ORI 5361	ED 049 185	159
	ORI 5363	ED 038 217	159
	ORI 5364	ED 021 807	160
	ORI 5365	ED 048 098	160
	ORI 5366	ED 021 137	160
	ORI 5605	ED 047 193	181
2.2.02.01 Disadvantaged learners	(See Category 1.00)		
2.2.02.02 Methods of teaching	ORDI 0006	ED 027 267	66
	ORI 5401	ED 021 464	161
	ORI 5403		161
	ORI 5404		161
	ORI 5406		162
	ORI 5407		162
	ORI 5408		162
	ORI 5409	ED 033 167	163
	ORI 5410	ED 010 201	163
	ORI 5506	ED 034 707	170
	ORI 5507	ED 035 600	171
2.2.02.03 Cooperating with other groups	ORDI 1172		112
	ORI 5104	ED 017 596	142
	ORI 5361	ED 049 185	159
	ORI 5441	ED 033 893	163
	ORI 5442	ED 051 234	164
2.2.03 Techniques for teaching in-service education	ORI 5089	ED 042 436	140
	ORI 5102	ED 019 739	141
	ORI 5103	ED 022 263	142
	ORI 5105	ED 030 824	142
	ORI 5106	ED 032 485	143
	ORI 5262	ED 049 191	147
	ORI 5303	ED 049 190	156
	ORI 5365	ED 048 098	160
	ORI 5409	ED 033 167	163
	ORI 5410	ED 010 201	163
	ORI 5461		164
	ORI 5462	ED 045 611	164
	ORI 5463	ED 015 980	164
	ORI 5464	ED 032 450	165
	ORI 5465		165
	ORI 5466	ED 033 062	165
	ORI 5467	ED 042 019	166
	ORI 5468	ED 043 566	166
	ORI 5469	ED 049 183	167
	ORI 5544	ED 041 518	174
	ORI 5565	ED 034 747	176
	ORI 5566	ED 022 726	176
	ORI 5702	ED 002 865	185

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2.2.03.01 Self-instruction	ORI 5081		138
	ORI 5123	ED 011 591	145
	ORI 5481	ED 032 191	167
	ORI 5482		167
	ORI 5483		167
	ORI 5484	ED 032 426	168
	ORI 5485	ED 019 883	168
	ORI 5541	ED 050 565	173
	ORI 5565	ED 034 747	176
2.2.03.02 Micro-teaching	ORI 5161	ED 049 163	146
	ORI 5484	ED 032 426	168
	ORI 5485	ED 019 883	168
	ORI 5501		169
	ORI 5502	ED 044 490	169
	ORI 5503	ED 019 847	169
	ORI 5504	ED 039 318	170
	ORI 5505	ED 029 809	170
	ORI 5506	ED 034 707	170
	ORI 5507	ED 035 600	171
	ORI 5525	ED 014 441	172
	ORI 5565	ED 034 747	176
	ORI 5566	ED 022 726	176
	ORI 5802	ED 017 985	192
2.2.03.03 Modeling	ORDI 1062	ED 034 402	101
	ORI 5521		171
	ORI 5522		171
	ORI 5523	ED 010 214	172
	ORI 5524		172
	ORI 5525	ED 014 441	172
	ORI 5526	ED 049 165	173
	ORI 5850	ED 003 399	197
2.2.03.04 Programmed instruction	ORI 5011	ED 001 652	135
	ORI 5541	ED 050 565	173
	ORI 5542	ED 050 564	173
	ORI 5543	ED 041 441	174
	ORI 5544	ED 041 518	174
	ORI 5564	ED 042 738	175
	ORI 5565	ED 034 747	176
2.2.03.05 Simulation	ORDI 1322		118
	ORI 5004		134
	ORI 5081		138
	ORI 5124	ED 037 401	145
	ORI 5525	ED 014 441	172
	ORI 5543	ED 041 441	174
	ORI 5544	ED 041 518	174
	ORI 5562		175
	ORI 5563	ED 033 320	175
	ORI 5564	ED 042 738	175
	ORI 5565	ED 034 747	176
	ORI 5566	ED 022 726	176
	ORI 5567	ED 041 226	176
	ORI 5941	ED 049 100	201
2.2.03.06 Other (sensitivity group consensus)	ORDI 0006	ED 027 267	66

Categories	OPERATION RESOURCE Resumes		Page Number in Chapter V Related to Content
	ORDI Document Number	ERIC Document Number	
2.2.03.06 Other (sensitivity group consensus) (cont'd)	ORDI 1322		118
	ORI 5004		134
	ORI 5026		136
	ORI 5123	ED 011 591	145
	ORI 5166		148
	ORI 5302	ED 050 036	156
	ORI 5409	ED 033 167	163
	ORI 5467	ED 042 019	166
	ORI 5469	ED 049 183	167
	ORI 5506	ED 034 707	170
	ORI 5507	ED 035 600	171
	ORI 5581		177
	ORI 5582		177
	ORI 5583		177
	ORI 5584		178
	ORI 5585		178
	ORI 5586		178
	ORI 5587		179
	ORI 5588	ED 010 506	179
	ORI 5589		179
2.2.04 Resources for in-service education	ORI 5088		140
	ORI 5601		180
	ORI 5602	ED 018 482	180
	ORI 5603		180
	ORI 5604	ED 042 885	181
	ORI 5605	ED 047 193	181
	ORI 5942	VT 002 571	201
2.2.04.01 Program duration and spacing (time)	ORDI 0003	ED 040 244	65
	ORDI 0006	ED 027 267	66
	ORDI 1261	ED 020 821	116
	ORI 5085	ED 024 728	139
	ORI 5102	ED 019 739	141
	ORI 5364	ED 021 807	160
	ORI 5481	ED 032 191	167
	ORI 5501		169
	ORI 5601		180
	ORI 5602	ED 018 482	180
	ORI 5621	ED 003 505	181
	ORI 5622	ED 045 573	182
	ORI 5623	ED 033 894	182
2.2.04.02 Personnel to conduct the program (teachers, administrators, consultants)	ORI 5085	ED 024 728	139
	ORDI 5090	ED 013 241	141
	ORI 5103	ED 022 263	142
	ORI 5106	ED 032 485	143
	ORI 5142	ED 033 837	145
	ORI 5363	ED 038 217	159
	ORI 5641	ED 022 814	182
2.2.04.02.01 Staffing patterns	ORDI 0003	ED 040 244	65
	ORDI 1901	ED 001 548	126
	ORI 5463	ED 015 980	164
	ORI 5481	ED 032 191	167
	ORI 5501		169
	ORI 5601		180

Categories	OPERATION RESOURCE Resumes		Page Number in Chapter V Related to Content
	ORDI Document Number	ERIC Document Number	
2.2.04.02.01 Staffing patterns (cont'd)	ORI 5602	ED 018 482	180
	ORI 5603		180
	ORI 5621	ED 003 505	181
	ORI 5661	ED 042 259	183
	ORI 5662	ED 011 022	183
	ORI 5666		183
	ORI 5667		184
	ORI 5761		190
2.2.04.02.02 Personnel Leadership skills (planning, implementing, evaluating)	ORDI 0003	ED 040 244	65
	ORDI 0005	ED 013 266	66
	ORDI 0006	ED 027 267	66
	ORI 5012	ED 032 366	135
	ORI 5603		180
	ORI 5622	ED 045 573	182
	ORI 5623	ED 033 894	182
	ORI 5666		183
	ORI 5681		184
	ORI 5683	ED 021 806	184
	ORI 5684		185
	ORI 5761		190
	ORI 5862	ED 030 609	197
2.2.04.03 Funding levels and patterns	ORDI 0006	ED 027 267	66
	ORI 5322		157
	ORI 5461	ED 045 611	164
	ORI 5602	ED 018 482	180
	ORI 5641	ED 022 814	182
	ORI 5701	ED 017 341	185
	ORI 5702	ED 002 865	185
	ORI 5761		190
2.2.04.04 Materials (curriculum guides, films, simulation packages, learning packages)	ORDI 0984		91
	ORDI 1901 U	ED 001 548	126
	ORI 5081		138
	ORI 5082		138
	ORI 5085	ED 024 728	139
	ORI 5106	ED 032 485	143
	ORI 5175	ED 050 217	151
	ORI 5176	ED 047 754	152
	ORI 5321		157
	ORI 5365	ED 048 098	160
	ORI 5541	ED 050 565	173
	ORI 5542	ED 050 564	173
	ORI 5544	ED 041 518	174
	ORI 5582		177
	ORI 5589		179
	ORI 5601		180
	ORI 5605	ED 047 193	181
	ORI 5667		184
	ORI 5701	ED 017 341	185
	ORI 5721	ED 046 886	186
	ORI 5722		186
	ORI 5723		186
	ORI 5724		187
	ORI 5725	ED 034 720	187
	ORI 5726		187

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	ORDI Document Number	ERIC Document Number	
2.2.04.04 Materials (curriculum guides, films, simulation packages, learning packages)	ORI 5727		188
	ORI 5728		188
	ORI 5730		188
	ORI 5731		189
	ORI 5732		189
	ORI 5733	ED 049 167	189
	ORI 5942	VT 002 571	201
2.2.04.05 Setting (place, environment)	ORDI 0005	ED 013 266	66
	ORDI 1261	ED 020 821	116
	ORDI 1901	ED 001 548	126
	ORI 5106	ED 032 485	143
2.3.00 Evaluation	ORDI 1005		97
	ORI 5005		134
	ORI 5102	ED 019 739	141
	ORI 5106	ED 032 485	143
	ORI 5323		157
	ORI 5602	ED 018 482	180
	ORI 5762		190
	ORI 5763	ED 022 569	190
	ORI 5802	ED 017 985	192
2.3.01 Context	ORDI 1169	ED 042 920	111
	ORI 5465		165
	ORI 5762		190
	ORI 5781		191
	ORI 5782		191
	ORI 5783		191
	ORI 5784		192
	ORI 5941	ED 049 100	201
2.3.02 Input	ORI 5762		190
	ORI 5801	ED 049 269	192
	ORI 5802	ED 017 985	192
2.3.03 Process	ORDI 1005		66
	ORI 5589		179
	ORI 5762		190
	ORI 5821	ED 049 386	193
	ORI 5822	ED 049 317	193
	ORI 5823	ED 046 884	193
2.3.04 Product (achievement, placement, attitudes)	ORI 5166		148
	ORI 5172		150
	ORI 5304	ED 016 860	156
	ORI 5762		190
	ORI 5841		194
	ORI 5842		194
	ORI 5843		194
	ORI 5844		195
	ORI 5845		195
	ORI 5846		195
	ORI 5847		196
	ORI 5848		196
	ORI 5849		196

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	ORDI Document Number	ERIC Document Number	
2.4.00 Evaluation instruments	ORDI 1261	ED 020 821	116
	ORI 5124	ED 037 401	145
	ORI 5861		197
	ORI 5862	ED 030 609	197
2.4.01 Context	ORI 5848		196
	ORI 5881		198
	ORDI 5883		198
2.4.02 Input	ORI 5884		198
	ORI 5885		199
2.4.03 Process	ORI 5026		136
	ORI 5303	ED 049 190	156
	ORI 5587		179
	ORI 5901		199
	ORI 5921		199
	ORI 5922	ED 050 118	200
	ORI 5923		200
	ORI 5924		200
2.4.04 Produce	ORDI 1169	ED 042 920	111
	ORI 5221		153
	ORI 5561	ED 049 099	174
	ORI 5943		201
	ORI 5944		202

Chapter Five

OPERATION RESOURCE Resumes

ORDI 0001U ED 001 789
CLIFFORD, VIRGINIA I.
URBAN EDUCATION, AN INTRODUCTION TO THE LITERATURE OF RESEARCH AND EXPERIMENTATION.

UNION THEOLOGICAL SEMINARY, NEW YORK, N.Y.
EDRS PRICE MF-$0.18 HC-$2.80
PUB DATE - APR64 67P.

DESCRIPTORS - COMMUNICATION (THOUGHT TRANSFER); CULTURAL DIFFERENCES; CULTURAL FACTORS; *CULTURALLY DISADVANTAGED; CURRICULUM DEVELOPMENT; INSERVICE TEACHER EDUCATION; LANGUAGE ARTS; LOWER CLASS PARENTS; *LOWER CLASS STUDENTS; MOTIVATION; PERSONALITY DEVELOPMENT; PRESERVICE EDUCATION; SOCIAL ENVIRONMENT; *STUDENT TEACHER RELATIONSHIP; TEAM TEACHING; *URBAN EDUCATION
IDENTIFIERS - NEW YORK CITY; *SELF CONCEPTS

ABSTRACT - ASPECTS OF URBAN EDUCATION WERE SOCIAL FACTORS, PERSONALITY, LEARNING, AND PUBLIC SCHOOL PROGRAMS. STUDIES SHOW THAT MIDDLE CLASS EDUCATIONAL TECHNIQUES ARE INADEQUATE IN REACHING THE LOWER CLASS CHILD. LOWER CLASS FAMILIES FOSTER FEELINGS OF CONFUSION AND ANXIETY IN THEIR CHILDREN BECAUSE OF STRONG MATERNAL DOMINATION IN THE HOME AND LITTLE CONCERN FOR EMOTIONAL NEEDS. THE PEER GROUP OFTEN REPLACES THE FAMILY AS THE LOWER CLASS CHILD'S PRIMARY GROUP. THESE CHILDEN DEVELOP THEIR OWN LANGUAGE PATTERN, WHICH MAKES TEACHER-PUPIL COMMUNICATION DIFFICULT. TEACHERS SHOULD BE TRAINED, IN PRESERVICE AND INSERVICE EDUCATIONAL PROGRAMS, TO UNDERSTAND THE CULTURAL PATTERNS OF THE GROUP. PERSONALITY DEVELOPMENT IN CULTURALLY DEPRIVED CHILDREN IS BASED ON A SERIES OF SELF-CONCEPTS WHICH ENABLE A CHILD TO UNDERSTAND HIS OWN ABILITIES. LOWER CLASS CHILDREN CAN BE MOTIVATED BY RELATING MATERIAL TO THEIR NEEDS. ENRICHMENT AND REMEDIAL PROGRAMS FOCUS ON LANGUAGE DEVELOPMENT AS THE KEY TO ACADEMIC RETARDATION. PUBLIC SCHOOL EXPERIMENTAL PROGRAMS LOCATED IN URBAN AREAS TRAIN TEACHERS IN TECHNIQUES WHICH ALLOW THE CHILDREN TO EXPRESS THEMSELVES. TEACHERS "LEARN BY DOING" IN TEAM TEACHING AND WITH THE USE OF NEW TEACHING MATERIALS. CURRICULUM IMPROVEMENTS HAVE BEEN ESPECIALLY FOCUSED ON LANGUAGE ARTS. GUIDANCE HAS SOUGHT A MORE SIGNIFICANT ROLE IN EACH CHILD'S LIFE. MAJOR EFFORTS HAVE BEEN MADE TO INVOLVE PARENTS AND COMMUNITY IN THE EDUCATIONAL PROCESS. AN EXTENSIVE BIBLIOGRAPHY IS APPENDED.

ORD 0002 ED 019 776
ABRAHAM, WILLARD
THE SLOW LEARNER.

DOCUMENT NOT AVAILABLE FROM EDRS.
PUB DATE - 64

DESCRIPTORS - ADMINISTRATIVE POLICY; CASE STUDIES (EDUCATION); COMMUNITY RESOURCES; COMMUNITY SERVICES; CURRICULUM; *EDUCATIONAL NEEDS; EDUCATIONAL PRACTICE; ETIOLOGY; *EXCEPTIONAL CHILD EDUCATION; FAMILY PROBLEMS; GIFTED; IDENTIFICATION; INDIVIDUAL CHARACTERISTICS; PARENTS; SCHOOL ADMINISTRATION; SCHOOL ROLE; *SLOW LEARNERS; SPECIAL CLASSES; TEACHER CHARACTERISTICS; TEACHING METHODS; UNDERACHIEVERS

ABSTRACT - THE PROBLEM OF THE SLOW LEARNER IS CONSIDERED IN TERMS OF DEFINITIONS, COMMON MISUNDERSTANDING, CAUSES, AND PSEUDO SLOW LEARNING WHERE LIMITATIONS ARE MORE LIKELY ENVIRONMENTAL THAN INHERENT. A DESCRIPTION OF THE SLOW LEARNER COVERS CHARACTERISTICS, IDENTIFICATION TECHNIQUES, NEEDS AND GOALS, MULTIHANDICAPS, THE UNDERACHIEVER, AND MOTIVATION. THE PARENTS OF THE SLOW LEARNER AND THE COMMUNITY ARE DISCUSSED IN TERMS OF PROBLEMS, COMMUNITY RESOURCES, WORK OPPORTUNITIES, DELINQUENCY, AND THE ROLE OF THE FEDERAL GOVERNMENT. THE ROLE OF THE SCHOOL IS EXAMINED UNDER THE FOLLOWING TOPICS--(1) ORGANIZATION AND ADMINISTRATIVE STRUCTURE, (2) CURRENT PRACTICES, (3) PROMOTION AND GRADING, (4) SPECIAL CLASSES, (5) CURRICULUM, (6) TEACHING TECHNIQUES, (7) COSTS, AND (8) TEACHER QUALITIES. FUTURE TRENDS ARE RELATED TO EDUCATIONAL PRACTICES WHICH SEEM PROMISING. THE BIBLIOGRAPHY INCLUDES 131 ENTRIES. APPENDIXES PRESENT A CASE STUDY AND TWO SCHOOL PROGRAMS FOR SLOW LEARNERS. THIS DOCUMENT WAS PUBLISHED BY THE CENTER FOR APPLIED RESEARCH IN EDUCATION, INC., 70 FIFTH AVENUE, NEW YORK, NEW YORK 10021. (DF)

ORDI 0003 ED 040 244
PASSOW, A. HARRY, ED.
REACHING THE DISADVANTAGED LEARNER.

DOCUMENT NOT AVAILABLE FROM EDRS.
TEACHERS COLLEGE PRESS, 1234 AMSTERDAM AVE., NEW YORK, N.Y. 10027 ($5.95)
PUB DATE - 70 360P.

DESCRIPTORS - COGNITIVE PROCESSES; COMMUNITY SCHOOLS; *COMPENSATORY EDUCATION; *DISADVANTAGED YOUTH; FAMILY INFLUENCE; LANGUAGE DEVELOPMENT; NEGRO STUDENTS; PARAPROFESSIONAL SCHOOL PERSONNEL; PARENT PARTICIPATION; PRESCHOOL PROGRAMS; PROGRAMED MATERIALS; PUERTO RICANS; RACIAL BALANCE; *RELEVANCE (EDUCATION); REMEDIAL READING; *RESEARCH NEEDS; SOCIAL CHANGE; SOCIAL STUDIES; *URBAN EDUCATION; VOCATIONAL EDUCATION

ABSTRACT - THIS COLLECTION OF ARTICLES, FIRST PRESENTED AT THE SIXTH ANNUAL WORK CONFERENCE ON URBAN EDUCATION AT TEACHERS COLLEGE, COLUMBIA UNIVERSITY, INCLUDES CRITIQUES ON COMPENSATORY EDUCATION PROGRAMS, A REPORT ON A STUDY OF NONWHITE CHILD REARING PRACTICES AND PARENTAL CONCERN WITH EDUCATION, A SURVEY OF PRESCHOOL PROGRAMS, A REPORT OF A STUDY DESIGNED TO INCREASE CLASSIFICATORY SKILLS OF BLACK PRESCHOOL CHILDREN, AND AN ARTICLE ABOUT USE OF PROGRAMMED INSTRUCTIONAL AIDS TO FOSTER LANGUAGE DEVELOPMENT. AN ELEMENTARY SCHOOL CURRICULUM PROJECT IN SOCIAL STUDIES AND SCIENCE, FOCUSING ON NEW TEACHING STRATEGIES AND MATERIALS, IS DESCRIBED ALONG WITH THE "SKILLS CENTER" APPROACH TO TEACHING READING AND OTHER SKILL SUBJECTS. "CURRICULUM RELEVANCE" IS SCRUTINIZED AND CURRENTLY PUBLISHED INSTRUCTIONAL MATERIALS ARE EVALUATED. INNER CITY SOCIAL RENEWAL AS IMPLEMENTED THROUGH THE COMMUNITY SCHOOL CONCEPT ALONG WITH EFFORTS TO UPGRADE EDUCATIONAL OPPORTUNITIES AT A SEGREGATED

HIGH SCHOOL, AND A CITY'S TACTICS TO IMPROVE RACIAL IMBALANCE ARE DESCRIBED. FINALLY, EMPLOYMENT PROBLEMS OF MINORITY GROUP YOUTH, USE OF PARAPROFESSIONALS, A PROGRAM TO ENCOURAGE COLLEGE ATTENDANCE, AND PUBLIC SCHOOL RESPONSIBILITY FOR CAREER PREPARATION AND MANPOWER DEVELOPMENT ARE ALSO DISCUSSED. (KG)

ORD 0004
CROW, LESTER D, AND OTHERS
EDUCATING THE CULTURALLY DEPRIVED CHILD.

PUB DATE - 67 DAVID MCKAY, NEW YORK

DESCRIPTORS - *DISADVANTAGED YOUTH; *TEACHER EDUCATION; PARENT PARTICIPATION; STUDENT TEACHING; *CULTURALLY DISADVANTAGED; TEACHER RECRUITMENT; PSYCHOLOGICAL CHARACTERISTICS; SOCIOCULTURAL PATTERNS; RURAL AREAS; URBAN EDUCATION; MEXICAN AMERICANS; PUERTO RICANS; NEGROES; CITY WIDE PROGRAMS; EDUCATIONAL NEEDS; *SOCIOECONOMIC INFLUENCES; PROGRAM CONTENT; *EDUCATIONAL PROGRAMS
IDENTIFIERS - CHICAGO; CLEVELAND; NEW YORK CITY; CINCINNATI; TUCSON; SAN DIEGO; SAN FRANCISCO; ST. LOUIS; WASHINGTON, D.C.; PHILADELPHIA; INDIANAPOLIS.

ABSTRACT - ONE OF THE MOST URGENT AND COMPLEX PROBLEMS FACING THE PUBLIC SCHOOL PERSONNEL IS THE EDUCATION OF CULTURALLY DISADVANTAGED CHILDREN. THE PURPOSE OF THIS REFERENCE IS TO ASSIST THE TEACHER IN UNDERSTANDING THE BACKGROUND AND THE SPECIAL LEARNING PROBLEMS OF CHILDREN FROM CULTURALLY DEPRIVED AREAS. SINCE MANY OF THE CULTURALLY DEPRIVED CHILDREN LIVE IN URBAN AREAS, THIS DISCUSSION CONCENTRATES ON THOSE AREAS. HOWEVER, THE LIFE STYLES AND GENERAL CHARACTERISTICS OF SEVERAL DISADVANTAGED GROUPS ARE EXAMINED, INCLUDING MEXICAN-AMERICANS, MIGRANTS FROM PUERTO RICO, APPLACHIAN MOUNTAIN WHITES, AND BLACKS. SEPARATE CHAPTERS ARE DEVOTED TO THE SOCIOLOGICAL AND THE BASIC PSYCHOLOGICAL FACTORS THAT INFLUENCE THE DISADVANTAGED. THE AUTHORS GIVE CONSIDERABLE ATTENTION TO THE TOPICS OF TEACHER PREPARATION, CULTURAL DEPRIVATION, AND THE VALUE OF PARENT-SCHOOL COOPERATION. THE PROGRAMS FOR EDUCATING DISADVANTAGED CHILDREN OF 11 MAJOR CITIES ARE SUMMARIZED FOR THE READER. (DP)

ORDI 0005 ED 013 266
WEBSTER, STATEN W.
THE DISADVANTAGED LEARNER--KNOWING, UNDERSTANDING, EDUCATING. A COLLECTION OF ORIGINAL AND PUBLISHED ARTICLES.

DOCUMENT NOT AVAILABLE FROM EDRS.
PUB DATE - 66

DESCRIPTORS - AMERICAN INDIANS; CHINESE AMERICANS; *CULTURAL BACKGROUND; *DISADVANTAGED YOUTH; *EDUCATIONAL PROBLEMS; INSTRUCTIONAL INNOVATION; JAPANESE AMERICAN CULTURE; LANGUAGE ARTS; LANGUAGE PATTERNS; *LEARNING DIFFICULTIES; MATHEMATICS; MEXICAN AMERICANS; MIGRANTS; MINORITY GROUPS; NEGROES; PARENT SCHOOL RELATIONSHIP; PERSONALITY; PUERTO RICANS; READING; SCHOOL COMMUNITY RELATIONSHIP; SCHOOLS; SCIENCE INSTRUCTION; *SOCIAL ENVIRONMENT; SOCIAL STUDIES; TEACHERS; TEACHING TECHNIQUES
IDENTIFIERS - APPALACHIA

ABSTRACT - THE 73 ARTICLES IN THIS THREE-PART COLLECTION PROVIDE A BACKGROUND FOR UNDERSTANDING THE EDUCATIONAL PROBLEMS OF THE DISADVANTAGED CHILD AND DISCUSS WAYS OF DEALING WITH THEM. PART I PRESENTS A FRAME OF REFERENCE FOR UNDERSTANDING THE SOCIAL HERITAGE AND PRESENT ADJUSTMENT PROBLEMS OF THE DISADVANTAGED. THIS SECTION CONTAINS ARTICLES WHICH DESCRIBE THE CHARACTERISTICS OF THE DISADVANTAGED AMERICAN INDIAN, PUERTO RICAN, MEXICAN-AMERICAN, NEGRO, JAPANESE-AMERICAN, CHINESE-AMERICAN, APPALACHIAN WHITE, AND MIGRANT. ALTHOUGH THERE IS FURTHER DISCUSSION OF THE CHARACTERISTICS OF THE DISADVANTAGED IN PART II, IT CONTAINS ARTICLES PRIMARILY ON THE BIOLOGICAL, SOCIAL-PSYCHOLOGICAL, AND INTELLECTUAL FACTORS WHICH CREATE THE DISADVANTAGED CHILD'S LEARNING PROBLEMS. PART III, WHICH DEALS WITH SPECIFIC WAYS TO EDUCATE THE CHILD, CONTAINS, AMONG OTHERS, ARTICLES ON THE RELATIONSHIP OF PARENTS AND THE COMMUNITY TO THE DISADVANTAGED SCHOOL, ON THE NATURE AND THE PROBLEMS OF THE TEACHER OF THE DISADVANTAGED, AND ON TECHNIQUES FOR TEACHING READING AND LANGUAGE ARTS, SOCIAL STUDIES, MATHEMATICS, AND SCIENCE. THIS DOCUMENT IS AVAILABLE FROM CHANDLER PUBLISHING COMPANY, 124 SPEAR ST., SAN FRANCISCO, CALIFORNIA 94105, 656P. (JL)

ORDI 0006 ED 027 267
SMITH, B. OTHANEL, AND OTHERS
TEACHERS FOR THE REAL WORLD.

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, WASHINGTON, D.C.
BALL STATE UNIV., MUNCIE, IND.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.75 HC-$9.50
OEC-3-6-002042-2042
THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, 1201 16TH STREET, N.W., WASHINGTON, D.C. 20036 ($5.00).
PUB DATE - 69 188P.PROSPECTUS OF THE STEERING COMMITTEE AND TASK FORCE OF THE NDEA NATIONAL INSTITUTE FOR ADVANCED STUDY IN TRAINING DISADVANTAGED YOUT

DESCRIPTORS - COLLEGE SCHOOL COOPERATION; *CONCEPT FORMATION; *CROSS CULTURAL TRAINING; EDUCATIONAL THEORIES; PRESERVICE EDUCATION; PROFESSIONAL CONTINUING EDUCATION; PROFESSIONAL RECOGNITION; PROGRAM PROPOSALS; RACIALLY BALANCED SCHOOLS; ROLE PERCEPTION; SCHOOL COMMUNITY COOPERATION; *SIMULATED ENVIRONMENT; STAFF UTILIZATION; TEACHER ATTITUDES; *TEACHER EDUCATION CURRICULUM; *TRAINING OBJECTIVES; TRAINING TECHNIQUES

ABSTRACT - THIS BROAD OUTLINE FOR A TEACHER EDUCATION PROGRAM AIMED AT CREATING TEACHERS CAPABLE OF DEALING WITH CHILDREN OF ALL RACES AND BACKGROUNDS STRESSES THE NEED FOR SYSTEMATIZED INSTRUCTION OF TEACHER TRAINEES. AFTER A BRIEF DISCUSSION OF THE IMPORTANCE OF DIFFERENTIATED STAFFING AND COMMON SCHOOLS, THE REPORT SPECIFIES: THE NEED FOR AND USES OF EXTENSIVE THEORETICAL PREPARATION OF THE TEACHER TRAINEE PRIOR TO FIELD EXPERIENCE, AND COOPERATION OF LOCAL SCHOOLS, COMMUNITY,

AND COLLEGE TO PRODUCE TRAINING COMPLEXES (ATTENDED BEFORE INTERNSHIP) WHERE TEACHING SITUATIONS ARE FIRST VIDEO-TAPED, ANALYZED, CLASSIFIED, AND INDEXED BY EDUCATORS ACCORDING TO SITUATIONAL CATEGORIES AND THEORETICAL CONCEPTS AND THEN ANALYZED BY TEACHER TRAINEES TO IMPROVE BEHAVIORAL INSIGHT AND TEACHING TECHNIQUES. ALSO SPECIFIED ARE: TYPES OF SUBJECT MATTER KNOWLEDGE AND HOW THESE RELATE AND SHOULD RELATE TO COLLEGE COURSES AND TEACHING; PREPARATION OF TEACHERS IN GOVERNING THEMSELVES AS A PROFESSIONAL GROUP; AND THE GOALS AND CONTENT OF PERENNIAL TEACHER EDUCATION. A MEMO ON FINANCIAL IMPLEMENTATION IS INCLUDED. (LP)

ORD 0007 ED 013 265
FROST, JOE L. ; HAWKES, GLENN R.
THE DISADVANTAGED CHILD--ISSUES AND INNOVATIONS.

DOCUMENT NOT AVAILABLE FROM EDRS.
PUB DATE - 66

DESCRIPTORS - COMMUNICATION SKILLS; COMMUNITY; CURRICULUM; *DISADVANTAGED YOUTH; DROPOUTS; *EDUCATION; FAMILY ROLE; INSTRUCTIONAL AIDS; INTELLIGENCE TESTS; *MIGRANT EDUCATION; PRESCHOOL CHILDREN; PROGRAMS; TEACHER EDUCATION; TEACHING METHODS

ABSTRACT - PART ONE OF THIS COLLECTION OF PREVIOUSLY PUBLISHED ARTICLES CONTAINS DISCUSSIONS OF THE DEFINITIONS OF "THE DISADVANTAGED" AND OF THE SCOPE OF THE PROBLEM OF POVERTY. THE ARTICLES IN PART TWO DISCUSS THE CHARACTERISTICS OF THE DISADVANTAGED, THE ETIOLOGY OF SCHOOL DROPOUT, A SOCIOLOGICAL VIEWPOINT ON THE EDUCATION OF CULTURALLY DISADVANTAGED CHILDREN, AND THE VALUE OF A SCHOOL'S MIDDLE-CLASS CULTURAL ORIENTATION. PART THREE DEALS WITH THE NATURE OF INTELLIGENCE AND INTELLECTUAL DEVELOPMENT, NEGRO INTELLIGENCE, ENVIRONMENTAL EFFECTS ON INTELLIGENCE, AND IQ TESTS AND TESTING. PART FOUR, ON THE EDUCATION OF THE YOUNG CHILD, CONTAINS ARTICLES ON SENSORY DEPRIVATION, EARLY CHILDHOOD BEHAVIOR, AND TEACHING STRATEGIES FOR PRESCHOOLERS. THE MATERIAL IN PART FIVE DISCUSSES THE EDUCATION OF THE OLDER DISADVANTAGED CHILD, EDUCATION IN URBAN AND RURAL AREAS AND FOR MIGRANT YOUTH, AND CONTAINS AN OVERVIEW OF RESEARCH ON THE EDUCATION OF DISADVANTAGED. PART SIX IS DEVOTED TO TEACHING METHODS AND MATERIALS IN LANGUAGE ARTS, MATHEMATICS, AND SCIENCE. THE ARTICLES IN SEVEN DISCUSS TEACHER TRAINING, AND THE FINAL SECTION, PART EIGHT, DEALS WITH INDIVIDUAL, FAMILY, AND COMMUNITY FACTORS IN CULTURAL DISADVANTAGEMENT. THIS DOCUMENT IS AVAILABLE FROM HOUGHTON MIFFLIN COMPANY, 53 [illegible] STREET, NEW YORK, N.Y. 10036, 449 PAGES, FOR $4.95. (NH)

ORD 0021M ED 015 800
MARSHALL, GRACE; MITTELBACH, FRANK G.
MEXICAN-AMERICAN STUDY PROJECT. ADVANCE REPORT 5, THE BURDEN OF POVERTY.

CALIFORNIA UNIV., LOS ANGELES. GRADUATE SCHOOL OF BUSINESS ADMINISTRATION.

DOCUMENT NOT AVAILABLE FROM EDRS.
AR-5
PUB DATE - JUL66

DESCRIPTORS - CULTURAL FACTORS; DEMOGRAPHY; *ECONOMIC DISADVANTAGEMENT; ECONOMIC FACTORS; *INCOME; LOW INCOME GROUPS; *MEXICAN AMERICANS; RURAL AREAS
IDENTIFIERS - MEXICAN AMERICAN STUDY PROJ

ABSTRACT - THIS IS THE 5TH IN A SERIES OF REPORTS BY THE MEXICAN-AMERICAN STUDY PROJECT. IT PRESENTS AN ANALYSIS OF POVERTY AMONG MEXICAN-AMERICANS IN THE SOUTHWEST, A COMPARISON OF THE POVERTY OF THE MEXICAN-AMERICANS TO THAT OF THE ANGLOS AND NON-WHITES, A DESCRIPTION OF THE RELATIONSHIP BETWEEN FAMILY SIZE AND POVERTY, A DESCRIPTION OF THE CHARACTERISTICS OF THE POOR, AND DATA ON INCOME DISTRIBUTIONS AND RELATED MINORITY PROBLEMS. THIS DOCUMENT IS AVAILABLE AS ADVANCE REPORT 5 FOR $1.00 FROM THE DIVISION OF RESEARCH, GRADUATE SCHOOL OF BUSINESS ADMINISTRATION, UNIVERSITY OF LOS ANGELES, CALIFORNIA 90024. (DD)

ORD 0022 ED 015 040
MAYESKE, GEORGE W.
EDUCATIONAL ACHIEVEMENT AMONG MEXICAN-AMERICANS--A SPECIAL REPORT FROM THE EDUCATIONAL OPPORTUNITIES SURVEY. WORKING PAPER.

NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$0.52
NCES-TN-22
PUB DATE - 09JAN67 11P.

DESCRIPTORS - *ACADEMIC ACHIEVEMENT; *FAMILY BACKGROUND; LOW ACHIEVERS; *MEXICAN AMERICANS; MINORITY GROUPS; PARENTAL ASPIRATION; SCHOOL ENVIRONMENT; SOCIOECONOMIC STATUS; STANDARDIZED TESTS; STUDENT ATTITUDES; STUDENT CHARACTERISTICS; TEACHER CHARACTERISTICS; VERBAL DEVELOPMENT

ABSTRACT - A NATIONAL SURVEY, INVOLVING A FIVE-PERCENT SAMPLE OF PUBLIC SCHOOLS, WAS CONDUCTED IN 1966. THE PRIMARY CONCERN CENTERED AROUND FOUR MAJOR QUESTIONS--(1) THE EXTENT OF RACIAL AND ETHNIC GROUP SEGREGATION IN THE SCHOOLS, (2) WHETHER THE SCHOOLS OFFERED EQUAL EDUCATIONAL OPPORTUNITIES, (3) THE DEGREE OF RACIAL AND ETHNIC GROUP DIFFERENCES ON STANDARDIZED ACHIEVEMENT TESTS, AND (4) THE RELATIONSHIP BETWEEN THE KINDS OF SCHOOLS ATTENDED AND ACHIEVEMENT TEST PERFORMANCE. CERTAIN FINDINGS BY MAYESKE FROM THE SURVEY REPORT BY COLEMAN AND OTHERS INDICATE WAYS IN WHICH THE EDUCATIONAL ACHIEVEMENT OF MEXICAN-AMERICANS ARE AFFECTED. SOME OF THOSE RESULTS ARE--(1) SCHOOLS CAN PROVIDE CERTAIN EXPERIENCES SUCH AS ATTENDANCE AT KINDERGARTEN AND VERBALLY ENRICHING MATERIALS WHICH WILL HELP TO OVERCOME THE LANGUAGE HANDICAP EXPERIENCED BY MANY MEXICAN-AMERICANS, (2) THE FAMILY BACKGROUND DOES INFLUENCE ACADEMIC ACHIEVEMENT, (3) BECAUSE OF PEER INFLUENCE, THE SOCIAL COMPOSITION OF THE STUDENT BODY IS HIGHLY RELATED TO ACADEMIC ACHIEVEMENT, (4) TEACHER ATTRIBUTES SUCH AS YEARS OF EXPERIENCE AND EDUCATION INFLUENCE

ACHIEVEMENT; AND (5) STUDENTS' ATTITUDES TOWARD SCHOOL AFFECT THEIR ACADEMIC ACHIEVEMENT. (ES)

ORD 0023R
EDINGTON, EVERETT D.
DISADVANTAGED RURAL YOUTH.

REVIEW OF EDUCATIONAL RESEARCH; V40 N1; PP69-85 FEB 1970
PUB DATE - NO

DESCRIPTORS - *DISADVANTAGED YOUTH; *RURAL YOUTH; *STUDENT CHARACTERISTICS; SOCIOECONOMIC INFLUENCES; ACADEMIC ACHIEVEMENT; OCCUPATIONAL ASPIRATION; SELF ESTEEM; RELEVANCE (EDUCATION); ECONOMIC DISADVANTAGEMENT; CULTURAL ISOLATION

ABSTRACT - A REVIEW OF THE AVAILABLE RESEARCH RELEVANT TO THE CHARACTERISTICS OF DISADVANTAGED RURAL STUDENTS SHOWS THEM TO BE AFFECTED BY THE FOLLOWING: (1) THE LOW SOCIOECONOMIC STATUS CHARACTERISTIC IS OF PRIME IMPORTANCE PARTICULARLY IN VIEW OF THE RELATIONSHIP BETWEEN ECONOMIC STATUS AND SCHOOL ACHIEVEMENT FOR RURAL AS WELL AS URBAN CHILDREN; (2) EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS OF RURAL STUDENTS, AND (3) LOW SELF-ESTEEM, FEELINGS OF HELPLESSNESS IN THE FACE OF SEEMINGLY UNCONQUERABLE ENVIRONMENTAL HANDICAPS, AND IMPOVERISHED CONFIDENCE IN THE VALUE AND IMPORTANCE OF EDUCATION. CURRICULUMS IN RURAL SCHOOLS ARE FREQUENTLY INADEQUATE FOR AND IRRELEVANT TO MEET THE NEEDS OF THESE STUDENTS. CURRICULUMS SHOULD BE MORE MEANINGFULLY RELATED TO FINANCIAL AND OCCUPATIONAL REALITIES OF THE STUDENTS LIVES. THERE IS A WIDE RANGE OF CULTURAL AND ETHNIC GROUPS AMONG DISADVANTAGED RURAL YOUTH. THEY ARE LIMITED IN THE BREADTH OF THEIR CULTURAL EXPERIENCES AND THUS FIND IT DIFFICULT TO ADAPT TO EDUCATIONAL ENVIRONMENTS WHICH TEND TO FOLLOW MORES AND VALUES DRAWN FROM THE DOMINANT CULTURE AND BROADER FRAMES OF CULTURAL REFERENCE. TWO PRIMARY CONTRIBUTING CONDITIONS ARE ISOLATION AND POVERTY. (DP)

ORD 0024M ED 010 587
HENDERSON, RONALD W.
ENVIRONMENTAL STIMULATION AND INTELLECTUAL DEVELOPMENT OF MEXICAN-AMERICAN CHILDREN--AN EXPLORATORY PROJECT.

ARIZONA UNIV., TUCSON.
EDRS PRICE MF-$0.36 HC-$9.68
24
BR-6-8068
PUB DATE - 66 242P.

DESCRIPTORS - BACKGROUND; BILINGUAL STUDENTS; COMPARATIVE ANALYSIS; CULTURALLY DISADVANTAGED; DISADVANTAGED ENVIRONMENT; *EARLY EXPERIENCE; EDUCATIONAL EXPERIENCE; *ENVIRONMENTAL INFLUENCES; *FAMILY CHARACTERISTICS; GRADE 1; *INTELLECTUAL DEVELOPMENT; INTERVIEWS; *MEXICAN AMERICANS IDENTIFIERS - ARIZONA; GOODENOUGH HARRIS DRAWING TEST; INDEX OF STATUS CHARACTERISTICS; TUCSON; VAN ALSTYNE PICTURE VOCABULARY TEST

ABSTRACT - THE RELATIONSHIP BETWEEN SPECIFIC ENVIRONMENTAL (SUBCULTURAL) FACTORS AND THE DEVELOPMENT OF INTELLECTUAL ABILITIES OF MEXICAN-AMERICANS WAS STUDIED. THE SAMPLE CONSISTED OF 60 FIRST-GRADERS AND THEIR FAMILIES. ASSIGNMENTS WERE MADE FOR COMPARISON OF THE SUBJECTS INTO EITHER A HIGH POTENTIAL GROUP OR A LOW POTENTIAL GROUP. ASSIGNMENTS WERE DETERMINED BY COMPOSITE SCORES OBTAINED ON THE VAN ALSTYNE PICTURE VOCABULARY TEST AND THE GOODENOUGH-HARRIS DRAWING TEST. INTERVIEWS WERE THEN CONDUCTED WITH THE MOTHERS OF THE SUBJECTS AND TRANSCRIBED. RATING SCALES WERE USED TO MEASURE 33 CHARACTERISTICS, RELATING TO A SET OF NINE ENVIRONMENTAL PROCESS VARIABLES. AN INDEX OF STATUS CHARACTERISTICS WAS COMPUTED FOR EACH FAMILY, AND ENVIRONMENTAL RATINGS OF FAMILY LIFE WERE OBTAINED. THE CHILDREN IN THE HIGH POTENTIAL GROUP WERE FOUND TO COME FROM BACKGROUNDS THAT OFFERED A GREATER VARIETY OF STIMULATING EXPERIENCES THAN WERE AVAILABLE TO MOST CHILDREN IN THE LOW POTENTIAL GROUP. IN ADDITION, HIGH POTENTIAL CHILDREN SCORED SIGNIFICANTLY HIGHER ON VOCABULARY TESTS IN BOTH ENGLISH AND SPANISH. FURTHER RESEARCH WAS SUGGESTED TO BE BASED ON OBSERVATION RATHER THAN INTERVIEW REPORTS AND TO FOCUS IN GREATER DEPTH ON A NARROWER RANGE OF VARIABLES IN A STUDY OF INTELLECTUAL DEVELOPMENT. (RS)

ORD 0025I ED 015 818
BRYDE, JOHN F.
NEW APPROACH TO INDIAN EDUCATION.

EDRS PRICE MF-$0.25 HC-$1.16
PUB DATE - 67 27P.

DESCRIPTORS - ACCULTURATION; ACHIEVEMENT; *ADJUSTMENT (TO ENVIRONMENT); *AMERICAN INDIANS; CULTURAL DIFFERENCES; *CULTURE; *DROPOUT RATE; EDUCATION; ENVIRONMENT; MENTAL HEALTH; NEEDS; REJECTION; SOCIAL MOBILITY; *VALUES

ABSTRACT - RECENT RESEARCH INDICATES THAT THE EXCESSIVE NATIONAL INDIAN DROPOUT RATE IS NOT WHOLLY ATTRIBUTABLE TO THE VALUE CONFLICT CREATED WHEN INDIAN YOUTH ENTER THE AMERICAN EDUCATION SYSTEM, BUT IS ALSO RELATED TO THE IDENTIFICATION PROBLEM EXPERIENCED BY THESE YOUNGSTERS. THE OBJECTIVE OF THIS RESEARCH WAS TO DETERMINE THE POSSIBLE CAUSES OF WHAT IS KNOWN AS THE CROSS-OVER PHENOMENON (AFTER SATISFACTORY ACHIEVEMENT FOR A TIME, A REVERSAL OCCURS AND A STEADY DECLINE IS SHOWN) IN THE EDUCATIONAL PERFORMANCE OF OGLALA SIOUX INDIAN STUDENTS. A TOTAL OF 415 INDIAN AND 223 WHITE STUDENTS FROM EIGHTH, NINTH, AND TWELFTH GRADES WERE INCLUDED IN THIS STUDY. ACHIEVEMENT RECORDS FOR THE INDIAN GROUP REVEALED PERFORMANCE ABOVE THE NATIONAL NORMS ON THE CALIFORNIA ACHIEVEMENT TEST FROM THE FOURTH GRADE TO THE SIXTH GRADE. AT THIS POINT (7TH GRADE) THE INDIAN STUDENTS SUDDENLY BEGIN TO FALL BEHIND IN ACHIEVEMENT. IT WAS HYPOTHESIZED THAT PSYCHOLOGICAL CONFLICT DURING THE PERIOD OF ADOLESCENCE CAUSES PERSONALITY PROBLEMS WHICH BLOCK EDUCATIONAL ACHIEVEMENT. CONSEQUENTLY, THE MINNESOTA MULTIPHASIC PERSONALITY INVENTORY WAS ADMINISTERED TO YOUNGSTERS IN BOTH GROUPS DISCLOSING PSYCHOLOGICAL CONFLICT

AMONG MANY OF THE INDIAN YOUTH WHO WERE EXPERIENCING ACHIEVEMENT DIFFICULTIES. AS A RESULT OF THIS RESEARCH, A NEW COURSE CALLED ACCULTURATIONAL PSYCHOLOGY HAS BEEN DEVELOPED FOR USE WITH INDIAN YOUTH. (ES)

ORD 0026R ED 033 794
BAUGHMAN, E. EARL; DAHLSTROM, W. GRANT
NEGRO AND WHITE CHILDREN, A PSYCHOLOGICAL STUDY IN THE RURAL SOUTH. SOCIAL PSYCHOLOGY: A SERIES OF MONOGRAPHS, TREATISES, AND TEXTS.

NATIONAL INST. OF MENTAL HEALTH (DHEW), BETHESDA, MD.
NORTH CAROLINA UNIV., CHAPEL HILL. RESEARCH COUNCIL.
DOCUMENT NOT AVAILABLE FROM EDRS.
ACADEMIC PRESS, INC., 111 5TH AVE., NEW YORK, N. Y. 10003 ($15.00).
PUB DATE - 68 594P.

DESCRIPTORS - ACADEMIC ACHIEVEMENT; CAUCASIANS; CHILDREN; ECONOMIC DISADVANTAGEMENT; INTELLIGENCE DIFFERENCES; INTELLIGENCE LEVEL; *NEGRO YOUTH; PEER RELATIONSHIP; PERCEPTION; *PERSONAL ADJUSTMENT; *RACIAL DIFFERENCES; RESEARCH METHODOLOGY; RURAL AREAS; SOCIAL DIFFERENCES; *SOCIAL PSYCHOLOGY; SOCIOECONOMIC INFLUENCES; *SOUTHERN STATES; TEACHER ATTITUDES

ABSTRACT - LITERATURE RELATIVE TO THE ECONOMICALLY DISADVANTAGED AND THEIR PERSONAL CHARACTERISTICS HAS, TO A GREAT EXTENT, CENTERED ON URBAN DWELLERS IN RECENT YEARS. THE RESEARCH REPORTED IN THIS BOOK GREW OUT OF THE BELIEF THAT THE IMPOVERISHED IN THE RURAL AREAS NO LESS THAN THOSE IN THE CITY DESERVE SERIOUS ATTENTION. THE RESEARCH INVOLVED UTILIZED MULTIPLE TECHNIQUES EMPHASIZING OBJECTIVITY AND QUANTIFICATION. COMPARATIVE ANALYSES ARE PRESENTED CONCERNING THE INTELLECTUAL, SOCIAL, MOTIVATIONAL AND TEMPERAMENTAL SIMILARITIES AND DIFFERENCES BETWEEN NEGRO AND WHITE CHILDREN GROWING UP IN THE RURAL SOUTH. MILLFIELD, NORTH CAROLINA WAS SELECTED AS THE SITE FOR INTENSIVE STUDY. RESULTS INDICATE THAT THE BEHAVIORS STUDIED ARE INFLUENCED BY ENVIRONMENTAL CONDITIONS AND NOT GENETICALLY. THE AUTHORS CONCLUDE THAT THOSE DIFFERENCES THAT DO EXIST MAY WELL BE ATTRIBUTABLE TO MODIFIABLE ASPECTS OF THE SOCIAL ORDER IN WHICH THEY ARE CREATED. (DK)

ORD 0027M ED 015 803
GREBLER, LEO
MEXICAN-AMERICAN STUDY PROJECT. ADVANCE REPORT 7, THE SCHOOLING GAP--SIGNS OF PROGRESS.

CALIFORNIA UNIV., LOS ANGELES. GRADUATE SCHOOL OF BUSINESS ADMINISTRATION.
DOCUMENT NOT AVAILABLE FROM EDRS.
AR-7
PUB DATE - MAR67

DESCRIPTORS - AGE DIFFERENCES; AGE GROUPS; EDUCATION; EDUCATIONAL ATTITUDES; *EDUCATIONAL EXPERIENCE; *EDUCATIONAL OPPORTUNITIES; *EDUCATIONAL STATUS COMPARISON; *MEXICAN AMERICANS; SOCIAL DIFFERENCES; STATISTICAL ANALYSIS; STUDENT ENROLLMENT

IDENTIFIERS - MEXICAN AMERICAN STUDY PROJ

ABSTRACT - THIS PROJECT REPORT PRESENTS A STATISTICAL ANALYSIS OF THE LOW ATTAINMENT IN FORMAL SCHOOLING OF THE MEXICAN-AMERICANS. THE DATA WERE TAKEN FROM THE 1950 AND 1960 CENSUS REPORTS AND THE "STATISTICAL ABSTRACT OF THE UNITED STATES." COMPARISONS WERE MADE AMONG THE ANGLO, SPANISH SURNAME, AND NON-WHITE POPULATIONS, ON THE FOLLOWING TOPICS--THE SCHOOLING RECORD OF THE ADULT POPULATION, THE YOUNGER GENERATION, ATTAINMENT OF SPECIFIC LEVELS OF EDUCATIONAL DIFFERENCES IN METROPOLITAN AREAS, TOTAL SCHOOL ENROLLMENT, AND EDUCATIONAL DIFFERENCES BETWEEN NATIVE AND FOREIGN BORN SPANISH SURNAME PEOPLE. IN COMPARING THE TOTAL SPANISH POPULATION TO THE ANGLO POPULATION, CONSIDERABLE DIFFERENCES WERE FOUND IN EDUCATIONAL ATTAINMENT. A SIMILAR ANALYSIS OF THE YOUNGER SPANISH POPULATION SHOWED OVERALL GAINS IN EDUCATIONAL ATTAINMENT. THIS REPORT IS AVAILABLE FROM THE DIVISION OF RESEARCH, GRADUATE SCHOOL OF BUSINESS ADMINISTRATION, UNIVERSITY OF CALIFORNIA, LOS ANGELES, CALIFORNIA 90024, FOR $1.50. (JM)

ORD 0028 ED 018 505
KARNES, MERLE B. , AND OTHERS
CULTURALLY DISADVANTAGED CHILDREN OF HIGHER POTENTIAL, INTELLECTUAL FUNCTIONING AND EDUCATIONAL IMPLICATIONS.

CHAMPAIGN COMMUNITY UNIT 4 SCHOOL DISTRICT, ILL.
EDRS PRICE MF-$1.00 HC-$8.08
PUB DATE - SEP65 200P.

DESCRIPTORS - *ABLE STUDENTS; ACADEMIC ACHIEVEMENT; ATTITUDES; CASE STUDIES (EDUCATION); COMPARATIVE ANALYSIS; CREATIVITY; DATA; *DISADVANTAGED YOUTH; EDUCATIONAL PLANNING; EDUCATIONAL RESEARCH; EMOTIONAL ADJUSTMENT; *INTELLIGENCE; LANGUAGE ABILITY; MIDDLE CLASS; PARENT ATTITUDES; *PSYCHOLOGICAL CHARACTERISTICS; PSYCHOLOGICAL TESTS; SELF CONCEPT; SOCIAL CHARACTERISTICS; *SOCIOECONOMIC STATUS; STATISTICAL ANALYSIS

ABSTRACT - A RESEARCH STUDY WAS CONDUCTED TO DETERMINE THE PSYCHOEDUCATIONAL CHARACTERISTICS OF HIGH-POTENTIAL CULTURALLY DISADVANTAGED CHILDREN AND THE IMPLICATIONS OF THESE CHARACTERISTICS FOR AN EFFECTIVE EDUCATIONAL PROGRAM. INTELLIGENCE TESTS WERE ADMINISTERED TO CHILDREN FROM SIX ELEMENTARY SCHOOLS WITHIN A DISADVANTAGED SCHOOL DISTRICT, AND THE 203 STUDENTS WHO SCORED WITHIN THE TOP 20 PERCENT OF THIS POPULATION WERE SELECTED AS AN EXPERIMENTAL STUDY GROUP. DATA ON THE CHILDREN'S INTELLECTUAL AND PSYCHOLINGUISTIC ABILITIES, CREATIVITY, AND ACADEMIC ACHIEVEMENT WERE OBTAINED FROM STANDARDIZED TESTS AND FROM A DIAGNOSTIC CASE STUDY OF EACH CHILD. DATA WERE ALSO GATHERED AND ANALYZED ON SUCH SOCIAL-EMOTIONAL FACTORS AS (1) THE CHILD'S PERCEPTION OF SELF, PEERS, PARENTS, AND TEACHERS, (2) PARENTAL ATTITUDES, AND (3) FRUSTRATION. THE RELATIONSHIP OF THESE VARIABLES, AND THE CHARACTERISTICS OF THE STUDY GROUP AS COMPARED WITH THOSE OF STUDENTS IN THE TOP 20 PERCENT OF THE GENERAL POPULATION (NORM GROUP), WERE STUDIED. THE DETAILED FINDINGS

OF THE RESEARCH ARE PRESENTED AND DISCUSSED AT LENGTH. (LB)

ORD 0041R ED 041 666
PHIPPS, LLOYD J., AND OTHERS
DEVELOPMENT OF HUMAN RESOURCES THROUGH A VOCATIONALLY ORIENTED EDUCATIONAL PROGRAM FOR DISADVANTAGED FAMILIES IN DEPRESSED RURAL AREAS. FINAL REPORT.

ILLINOIS UNIV., URBANA, DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$2.50 HC-$33.35
OEG-0-9-585041-0773 (085) 08
BR-5-0125
PUB DATE - JUN 70 665P.

DESCRIPTORS - ADULT EDUCATORS; CONTROL GROUPS; *DISADVANTAGED GROUPS; *EDUCATIONAL PROGRAMS; EXPERIMENTAL GROUPS; *FAMILY CHARACTERISTICS; FAMILY LIFE EDUCATION; PARENT CHILD RELATIONSHIP; PSYCHOLOGICAL NEEDS; *RURAL AREAS; SOCIOECONOMIC INFLUENCES; *VOCATIONAL EDUCATION

ABSTRACT - THE STUDY WAS DESIGNED TO DEVELOP AND EVALUATE A VOCATIONALLY ORIENTED, FAMILY-CENTERED EDUCATIONAL PROGRAM FOR USE BY LOCAL EDUCATORS IN HELPING SEVERELY DISADVANTAGED RURAL FAMILIES OVERCOME THE SOCIAL, ECONOMIC, AND PSYCHOLOGICAL PRESSURES WHICH INHIBIT THEIR ADVANCEMENT IN AMERICAN SOCIETY. THE CHAPTERS ARE ENTITLED (1) OVERVIEW OF PROJECT REDY (RURAL EDUCATION: DISADVANTAGED YOUTH), (2) CHARACTERISTICS OF FAMILIES RESIDING IN DEPRESSED RURAL AREAS, (3) CHARACTERISTICS OF SEVERELY DISADVANTAGED FAMILIES, (4) SOCIOECONOMIC ASPECTS OF FAMILY LIFE IN A DEPRESSED RURAL AREA, (5) EDUCATIONAL PROGRAM DEVELOPMENT FOR THE RURAL DISADVANTAGED, (6) AN EDUCATIONAL PROGRAM FOR THE RURAL DISADVANTAGED, (7) EVALUATION OF AN EDUCATIONAL PROGRAM FOR THE RURAL DISADVANTAGED, (8) SUBJECTIVE FINDINGS OF PROJECT REDY STAFF MEMBERS, AND (9) SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS. THE EDUCATIONAL PROGRAM, DEVELOPED ON THE BASIS OF NEEDS OF THESE RURAL FAMILIES, WAS EVALUATED USING A PRETEST-POSTTEST CONTROL GROUP DESIGN IN WHICH THE EDUCATIONAL PROGRAM SERVED AS THE TREATMENT. RESULTS OF THE STUDY INDICATED THAT FAMILIES IN THE EDUCATIONAL PROGRAM EXHIBITED SIGNIFICANT IMPROVEMENTS IN TERMS OF PARENTAL DESIRES FOR THEIR CHILDREN, OCCUPATIONS AND ORGANIZATIONS OF PARENTS, SITUATION AND GOALS OF THE CHILDREN AND FAMILY, THE HOME AND ITS SURROUNDINGS, AND MORALE AND GENERAL ADJUSTMENT OF FAMILY MEMBERS. (AN)

ORD 0042I ED 041 662
STEINER, HERBERT E.
TOWARD A FUNDAMENTAL PROGRAM FOR THE TRAINING, EMPLOYMENT AND ECONOMIC EQUALITY OF THE AMERICAN INDIAN.

UPJOHN (W.E.) INST. FOR EMPLOYMENT RESEARCH, KALAMAZOO, MICH.
CONGRESS OF THE U.S., WASHINGTON, D.C. JOINT ECONOMIC COMMITTEE.
EDRS PRICE MF-$0.25 HC-$1.15

THE W. E. UPJOHN INSTITUTE FOR EMPLOYMENT RESEARCH, 300 SOUTH WESTNEDGE AVE., KALAMAZOO, MICHIGAN 49007 (ONE COPY FREE; EACH ADDITIO
PUB DATE - MAR 68 21P.REPRINT OF A PAPER SUBMITTED TO THE SUBCOMMITTEE ON ECONOMIC PROGRESS OF THE JOINT ECONOMIC COMMITTEE, 90TH CONGRESS OF THE UNITED S

DESCRIPTORS - AGENCY ROLE; *AMERICAN INDIANS; ATTITUDES; BICULTURALISM; DEVELOPMENT; *ECONOMIC FACTORS; EDUCATIONAL IMPROVEMENT; *EMPLOYMENT POTENTIAL; HOUSING NEEDS; *PROGRAM PLANNING; *RESEARCH NEEDS; TRAINING

ABSTRACT - THE W. E. UPJOHN INSTITUTE FOR EMPLOYMENT RESEARCH PREPARED THIS STUDY FOR THE SUBCOMMITTEE ON ECONOMIC PROGRESS OF THE JOINT ECONOMIC COMMITTEE, CONGRESS OF THE UNITED STATES. DISCUSSIONS IN THE DOCUMENT INCLUDE FACTUAL INFORMATION WHICH LEADS TO THE PRESENT STATUS OF AMERICAN INDIANS, SUGGESTED PLANS FOR IMPROVING EDUCATION, INCENTIVES TO ATTRACT INDUSTRY TO THE RESERVATIONS, THE INDIAN DEVELOPMENT CORPORATION AS A PLANNING AND FUNDING AGENCY, THE NEED FOR ONGOING LEADERSHIP TRAINING, THE NEED FOR IMMEDIATE MEASURES TO DECREASE UNEMPLOYMENT, IMPROVED HOUSING AS A SOURCE OF TRAINING AND EMPLOYMENT, AND REORGANIZATION FOR MORE EFFECTIVE INDIAN PROGRAMS. (LS)

ORD 0043R ED 050 852
PHOTIADIS, JOHN D., ED.;
SCHWARZWELLER, HARRY K., ED.
CHANGE IN RURAL APPALACHIA; IMPLICATIONS FOR ACTION PROGRAMS.

DOCUMENT NOT AVAILABLE FROM EDRS.
UNIVERSITY OF PENNSYLVANIA PRESS, PHILADELPHIA, PENNSYLVANIA 19104 ($15.00)
PUB DATE - 70 265P.

DESCRIPTORS - ATTITUDES; *CHANGE AGENTS; *ECONOMICALLY DISADVANTAGED; *INDIVIDUAL NEEDS; RURAL ECONOMICS; RURAL EDUCATION; *RURAL ENVIRONMENT; SOCIAL CHANGE; SOCIAL CHARACTERISTICS; SOCIAL INFLUENCES; SOCIAL ISOLATION; *SOCIALLY DISADVANTAGED
IDENTIFIERS - *APPALACHIA

ABSTRACT - FIFTEEN ESSAYS, GROUPED ACCORDING TO 4 GENERAL AREAS OF RESEARCH, ARE PRESENTED. PART I DEALS WITH THE INDIVIDUAL IN HIS SOCIETY; PART II EXAMINES 6 SOCIAL INSTITUTIONS--ECONOMY, GOVERNMENT, FAMILY, RELIGION, EDUCATION, AND POWER STRUCTURE; PART III DELVES INTO METHODS AND OBJECTIVES OF CHANGE; AND PART IV EXPLORES CHANGE AGENCIES, PARTICULARLY THE EXTENSION SERVICE OF THE FUTURE. THE FOCUS IS ON IMMEDIATE AND LONG-TERM EFFECTS UPON THE INDIVIDUAL. A BIBLIOGRAPHY AND/OR RESEARCH NOTES FOLLOW EACH OF THE 15 ESSAYS. THREE TABLES WITH SOURCES OF DATA ARE APPENDED. (AL)

ORD 0044I ED 014 727
OHANNESSIAN, SIRARPI
THE STUDY OF THE PROBLEMS OF TEACHING ENGLISH TO AMERICAN INDIANS, REPORT AND RECOMMENDATIONS.

CENTER FOR APPLIED LINGUISTICS, WASHINGTON,

D.C.
EDRS PRICE MF-$0.25 HC-$1.92
PUB DATE - JUL67 46P.

DESCRIPTORS - ADULT EDUCATION; *AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; CULTURAL DIFFERENCES; CURRICULUM EVALUATION; EDUCATIONAL ADMINISTRATION; EDUCATIONAL DISADVANTAGEMENT; EDUCATIONAL ENVIRONMENT; EDUCATIONAL NEEDS; *ENGLISH (SECOND LANGUAGE); ETHNIC GROUPS; QUESTIONNAIRES; RESEARCH PROJECTS; STUDENT EVALUATION; TEACHER ATTITUDES; TEACHER EDUCATION; TEACHER EVALUATION
IDENTIFIERS - ABERDEEN; ALBUQUERQUE; ARIZONA; NAVAHO RESERVATION; NEW MEXICO; PHOENIX; SOUTH DAKOTA

ABSTRACT - THE PURPOSE OF THE PRESENT STUDY WAS TO ASSESS THE LEARNING AND TEACHING OF ENGLISH IN ELEMENTARY AND SECONDARY BIA SCHOOLS AS WELL AS IN ADULT EDUCATION PROGRAMS AND SELECTED PUBLIC SCHOOLS ENROLLING AMERICAN INDIAN STUDENTS. THE MAIN PROBLEM AREAS STUDIED WERE--(1) ADMINISTRATIVE ASPECTS OF BOARDING AND DAY SCHOOLS, (2) THE PERFORMANCE, PREPARATION, RECRUITMENT, AND RETRAINING OF TEACHERS, (3) THE PERFORMANCE OF STUDENTS, AND (4) INSTRUCTIONAL MATERIALS. THE TWELVE-MAN STUDY GROUP WAS COMPOSED OF SPECIALISTS IN LINGUISTICS AND THE TEACHING OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, AMERICAN INDIAN LANGUAGES, ANTHROPOLOGY, PSYCHOLOGY OF LANGUAGE LEARNING, AND OTHER RELATED AND PERTINENT FIELDS. THIS REPORT DESCRIBES THE PREPARATION AND PROCEDURES FOLLOWED IN THE SURVEY, AS WELL AS THE MAJOR AND SPECIFIC RECOMMENDATIONS PRESENTED BY THE STUDY GROUP. THE RECOMMENDATIONS INCLUDE--(1) THE INSTITUTION OF AN INDEPENDENT NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION, (2) A RE-EXAMINATION OF PATTERNS OF SCHOOLING FOR INDIAN STUDENTS, (3) SPECIAL PREPARATION, RECRUITMENT, AND RETRAINING OF PERSONNEL, AND (4) RESEARCH PROJECTS. THIS REPORT IS ALSO AVAILABLE FOR $1.25 FROM THE CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVE., N.W., WASHINGTON, D.C. 20036. (AMM)

ORD 0045I ED 018 299
GAARDER, BRUCE
EDUCATION OF AMERICAN INDIAN CHILDREN.

EDRS PRICE MF-$0.25 HC-$0.44
PUB DATE - 10NOV67 9P.

DESCRIPTORS - *ACCULTURATION; *AMERICAN INDIANS; BILINGUALISM; *CHILDREN; CULTURE; EDUCATION; EDUCATIONAL POLICY; ENGLISH (SECOND LANGUAGE); LANGUAGE; LANGUAGE DEVELOPMENT; PARENT SCHOOL RELATIONSHIP; RESEARCH; SELF ACTUALIZATION; SELF ESTEEM

ABSTRACT - EDUCATIONAL POLICY FOR AMERICAN INDIAN CHILDREN HAS BEEN BASED ON THE PRINCIPLES THAT THE INDIAN'S SALVATION LIES IN HIS CEASING TO BE WHAT AND WHO HE IS, THAT IT LIES IN BECOMING ASSIMILATED THROUGH ALIENATION, AND THAT ENGLISH SHALL BE THE SOLE LANGUAGE OF INSTRUCTION. AS A CONSEQUENCE OF THESE PRINCIPLES AND THE INDIAN CHILDREN'S POOR SELF-CONCEPT, THEY ACHIEVE AT A LESSER RATE THAN THEIR ANGLO COUNTERPARTS. THE VIEW PRESENTED IN THIS REPORT IS THAT SELF-SUFFICIENCY, REALIZED THROUGH SELF-FULFILLMENT FOR EACH INDIVIDUAL INDIAN CHILD AND FOR EACH SEPARATE INDIAN TRIBE, WILL BE THE QUICKEST WAY TO SELF-DISPERSAL OF THE TRIBES AND THEIR EVENTUAL ASSIMILATION AND DISAPPEARANCE. RECOMMENDATIONS WHICH WILL HELP TO ACHIEVE THIS GOAL OF SELF-SUFFICIENCY INCLUDE--(1) INDIANS SHOULD HAVE LOCAL CONTROL OVER THEIR OWN SCHOOLS, (2) INDIANS EMPLOYED WITH FEDERAL FUNDS FOR WORK WITH OTHER INDIANS SHOULD BE FROM THE SAME TRIBE, (3) INDIAN SCHOOLS SHOULD IMPLEMENT BILINGUAL INSTRUCTION, (4) A STRONG, MUTUALLY-REINFORCING RELATIONSHIP SHOULD BE DEVELOPED BETWEEN INDIAN PUPILS' PARENTS AND THE SCHOOL, AND (5) THERE SHOULD BE FURTHER GRADUATE STUDY AND A RESEARCH CENTER FOCUSED ON THE HISTORY, LANGUAGES, AND CULTURE OF AMERICAN INDIANS. THIS REPORT WAS PRESENTED AT THE ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS, EL PASO, TEXAS, NOVEMBER 10-11, 1967. (ES)

ORD 0046R ED 027 125
WELLER, JACK E.
YESTERDAY'S PEOPLE: LIFE IN CONTEMPORARY APPALACHIA.

COUNCIL OF THE SOUTHERN MOUNTAINS, INC., BEREA, KY.
DOCUMENT NOT AVAILABLE FROM EDRS.
UNIVERSITY OF KENTUCKY PRESS, LEXINGTON, KENTUCKY 40506 ($4.75)
PUB DATE - 65 180P.

DESCRIPTORS - AFFECTIVE BEHAVIOR; CULTURAL DIFFERENCES; CULTURAL ENVIRONMENT; CULTURE LAG; *FOLK CULTURE; LOWER CLASS; *NEGATIVE ATTITUDES; RURAL ENVIRONMENT; *RURAL URBAN DIFFERENCES; SOCIAL ATTITUDES; SOCIAL CHARACTERISTICS; *SOCIAL ISOLATION; *SOUTHERN ATTITUDES; SUBCULTURE
IDENTIFIERS - *APPALACHIA

ABSTRACT - THE AUTHOR ATTEMPTS TO DESCRIBE LIFE IN CONTEMPORARY APPALACHIA ON THE BASIS OF HIS SERVICE AS A MINISTER IN THE MOUNTAIN REGION OF THE AREA FOR THIRTEEN YEARS. INCLUDED IS AN INTERPRETATION OF THE INDIVIDUALISM, TRADITIONALISM, FATALISM, AND PERSONAL ORIENTATION WHICH CHARACTERIZE THE MOUNTAINEER POPULATION OF APPALACHIA, AS WELL AS EXTENSIVE INFORMATION CONCERNING THE MOUNTAINEER IN RELATION TO HIS OWN SOCIETY, THE RURAL ENVIRONMENT OF THE AREA, THE RURAL COMMUNITY, THE OUTSIDE WORLD, AND THE CHURCH. AN INTERPRETATION OF HOW MODERN FORCES OF CHANGE HAVE AFFECTED THE RURAL APPALACHIAN MOUNTAINEER IS ALSO GIVEN. A SYNOPTIC CHARACTERIZATION OF THE APPALACHIAN MOUNTAINEER REVEALS AN ORIENTATION TO EXISTENCE RATHER THAN PROGRESS, AN ADULT-CENTERED FAMILY LIFE, A GENERAL LACK OF STATUS SEEKING, LITTLE CONCERN FOR JOB SECURITY, AN AMBIVALENCE TOWARD EDUCATION, AND FEAR OF PERSONS IN POSITIONS OF AUTHORITY. (EV)

ORD 0047I ED 003 853
WAX, MURRAY L.; WAX, ROSALIE H.
DROPOUT OF AMERICAN INDIANS AT THE SECONDARY

LEVEL.

EMORY UNIV., ATLANTA, GA.
EDRS PRICE MF-$0.18 HC-$2.76
24
CRP-S-099
PUB DATE - 04 69P.

DESCRIPTORS - DISADVANTAGED ENVIRONMENT; *DROPOUT ATTITUDES; *DROPOUT CHARACTERISTICS; DROPOUTS; INTERVIEWS; QUESTIONNAIRES; *SECONDARY SCHOOL STUDENTS; *SOCIOECONOMIC INFLUENCES
IDENTIFIERS - *AMERICAN INDIAN; ATLANTA; GEORGIA; SIOUX

ABSTRACT - A CASE STUDY OF HIGH SCHOOL DROPOUTS INVESTIGATED THE OGLALA SIOUX COMMUNITY. DATA GATHERED FROM A PREVIOUS STUDY WAS COMBINED WITH SEMISTRUCTURED INTERVIEW AND OBSERVATION DATA. INFORMATION WAS GATHERED ON SOCIAL SYSTEMS OF THE CLASSROOMS, SCHOOLS, COMMUNITY, PARENTS, TEACHERS, AND PUPILS. RELATIVELY COMPLETE DATA WERE OBTAINED FOR 153 SIOUX YOUNG PEOPLE BETWEEN THE AGES OF 13 AND 21. INCLUDED IN THESE WERE 29 DROPOUTS. THE RESULTS INDICATED THAT DROPOUT WAS HIGHLY CORRELATED WITH EXTREME POVERTY. THE PERSONALITY, INTELLIGENCE, AND GENERAL ATTITUDE TOWARD SCHOOL OF THE DROPOUTS DID NOT DIFFER FROM THOSE WHO REMAINED IN SCHOOL. (RS)

ORD 00481 ED 014 369
HASS, WILLARD P. ; BURGER, HENRY G.
AMERICAN INDIANS AND EDUCATIONAL LABORATORIES.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LAB., ALBUQUERQUE, N. MEX.
EDRS PRICE MF-$0.25 HC-$1.64
SWCEL-PUB-1-1167
PUB DATE - NOV67 39P.

DESCRIPTORS - *ACCULTURATION; *AMERICAN INDIANS; *BILINGUALISM; CULTURALLY DISADVANTAGED; ECONOMICALLY DISADVANTAGED; EDUCATIONALLY DISADVANTAGED; *FAMILY SCHOOL RELATIONSHIP; *INNOVATION; SCHOOL IMPROVEMENT

ABSTRACT - MANY OF THE DIVERSE EDUCATIONAL PROBLEMS OF THE AMERICAN INDIAN HAVE BEEN IDENTIFIED FOR YEARS, BUT HAVE BEEN PERMITTED TO LAY DORMANT. SOCIO-ECONOMIC DISADVANTAGEMENT IS EXHIBITED IN AREAS OF INCOME, UNEMPLOYMENT, SCHOOL DROPOUT RATE, EXPECTED LIFE SPAN, INFANT MORTALITY RATE, ILLITERACY RATE, AND HEALTH HISTORY. COMMUNICATION PROBLEMS BLOCK THE TEACHING-LEARNING EFFORT. THE SOCIAL SCIENTISTS' INTEREST IN ACCULTURATING THE INDIAN INTO THE AMERICAN NORM IS SEEN AS BEING FOCUSED UPON THE CHILDREN - THOSE WHO CAN LEAST RESIST IT. EFFORTS BY FIVE REGIONAL EDUCATIONAL LABORATORIES ARE DIRECTED TOWARD SOLVING SOME OF THE IDENTIFIED PROBLEMS. NEEDS REMAINING TO BE MET INCLUDE TECHNOLOGICAL DEVELOPMENT, COMPENSATORY INNOVATION, SUBJECT COVERAGE, CROSS-CULTURAL SENSITIVITY FOR TEACHERS, INFORMATION CARRY-OVER, EVALUATION, SEPARATING EDUCATION FROM ETHNOCENTRISM, AND CORRELATING SCHOOL AND HOME LIFE. SINGLE FREE COPIES OF THIS DOCUMENT ARE AVAILABLE FROM SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC., 117 RICHMOND DRIVE, N.E., ALBUQUERQUE, NEW MEXICO 87106. (SF)

ORD 00491 ED 017 383
CRAWFORD, DEAN A. , AND OTHERS
MINNESOTA CHIPPEWA INDIANS, A HANDBOOK FOR TEACHERS.

UPPER MIDWEST REGIONAL EDUCATIONAL LAB., INC., ST. PAUL.
EDRS PRICE MF-$0.50 HC-$4.64
PUB DATE - 67 114P.

DESCRIPTORS - ADOLESCENTS; *AMERICAN INDIANS; ATTITUDES; BIBLIOGRAPHIES; *CULTURALLY DISADVANTAGED; CULTURE CONFLICT; *DISADVANTAGED YOUTH; EDUCATION; INSTRUCTIONAL MATERIALS; PARENTS; *RESOURCE UNITS; STUDENT ALIENATION; STUDENTS; TEACHERS; WITHDRAWAL

ABSTRACT - THIS BOOKLET WAS WRITTEN PRIMARILY FOR ELEMENTARY AND SECONDARY TEACHERS WHO NEED TO LEARN MORE ABOUT THE CHIPPEWA INDIAN PUPILS OF NORTHERN MINNESOTA. IT INCLUDES INFORMATION ON THE CHARACTERISTICS OF CULTURALLY DISADVANTAGED PUPILS, CHIPPEWA CHARACTERISTICS, ATTITUDES CONCERNING INDIAN EDUCATION, AND SUGGESTIONS FOR TEACHERS OF INDIAN CHILDREN. CONSIDERABLE SPACE IS DEVOTED TO A RESOURCE UNIT CONTAINING AN ANNOTATED LIST OF SELECTED TEACHING MATERIALS, A BIBLIOGRAPHICAL REFERENCE SECTION, AN APPENDIX WITH ADDRESSES OF SELECTED ORGANIZATIONS AND AGENCIES SERVING MINNESOTA CHIPPEWA, AND A LIST OF HIGHER EDUCATION OPPORTUNITIES FOR INDIAN STUDENTS. (ES)

ORD 00501 ED 016 387
BERMAN, MARK L.
SOME CONSIDERATIONS IN THE EDUCATION OF INDIGENOUS GROUPS IN THE SOUTHWEST.

SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
EDRS PRICE MF-$0.25 HC-$0.72
SP-2148
PUB DATE - 19JUL65 16P.

DESCRIPTORS - *AMERICAN INDIANS; *CULTURAL ENVIRONMENT; ECONOMIC FACTORS; *EDUCATIONAL IMPROVEMENT; *PROGRAMED INSTRUCTION; *SPANISH AMERICANS

ABSTRACT - THE GENERAL SIZE AND DISTRIBUTION OF THE INDIGENOUS POPULATIONS OF THE SOUTHWESTERN UNITED STATES, INCLUDING INDIANS AND SPANISH-SPEAKING PEOPLES, ARE DISCUSSED. SELECTED RESEARCH FINDINGS REGARDING EFFORTS TO IMPROVE METHODS OF DEALING WITH THE EDUCATIONAL PROBLEMS OF THESE PEOPLE ARE PRESENTED. FINALLY, THERE IS DISCUSSION OF THE APPLICABILITY OF CERTAIN EDUCATIONAL TECHNIQUES, SUCH AS PROGRAMED INSTRUCTION. (MS)

ORD 00511 ED 036 386
JOHNSEN, HELEN W.
RURAL INDIAN AMERICANS IN POVERTY.

DEPARTMENT OF AGRICULTURE, WASHINGTON, D.C.

ECONOMIC RESEARCH SERVICE.
EDRS PRICE MF-$0.25 HC-$1.65
AER-167
SUPERINTENDENT OF DOCUMENTS, U. S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402
PUB DATE - SEP 69 51P.

DESCRIPTORS - ACCULTURATION; *AMERICAN INDIANS; *DEMOGRAPHY; *DISADVANTAGED GROUPS; EDUCATIONAL BACKGROUND; FAMILY INCOME; FIELD STUDIES; LIVING STANDARDS; *MINORITY GROUPS; OCCUPATIONAL CLUSTERS; *RURAL POPULATION; RURAL YOUTH; SPECIAL HEALTH PROBLEMS; TABLES (DATA); VALUES; YOUTH PROBLEMS

ABSTRACT - IT IS REPORTED THAT AMERICAN INDIANS IN THE 1960'S LACKED MATERIAL RESOURCES AND A SENSE OF BEING A PART OF THE LARGER SOCIETY. THESE PROBLEMS DATE BACK CONSIDERABLY IN HISTORY AND HAVE BEEN INFLUENCED BY SOCIAL, ECONOMIC, AND CULTURAL FACTORS. IN AN EFFORT TO POINT OUT THE POVERTY CONDITIONS OF THIS MINORITY GROUP, INFORMATION RELATIVE TO DEMOGRAPHIC CHARACTERISTICS, FAMILY INCOME, EDUCATION, HEALTH CONDITIONS, AND OCCUPATIONAL DISTRIBUTION IS PRESENTED. GEOGRAPHIC DISTRIBUTION OF RURAL NONRESERVATION INDIAN GROUPS, CASE STUDIES IN OKLAHOMA, AND THE EXISTING DILEMMA FACED BY RURAL INDIAN YOUTH ARE CONSIDERED. A CONCLUDING SECTION POINTS OUT SOME HOPEFUL DEVELOPMENTS WHICH ARE EMERGING--FOR EXAMPLE, MORE INDIAN YOUTH ARE ENROLLED IN SCHOOL EACH YEAR, AND MORE ARE GOING TO COLLEGE OR TECHNICAL SCHOOL. AN APPENDIX CONTAINS NUMEROUS TABLES AND STATISTICAL DATA. (SW)

ORD 0052M ED 040 777
KUVLESKY, WILLIAM P.; PATELLA, VICTORIA M.
STRENGTH OF ETHNIC IDENTIFICATION AND INTERGENERATIONAL MOBILITY ASPIRATIONS AMONG MEXICAN AMERICAN YOUTH.

TEXAS AGRICULTURAL EXPERIMENT STATION, COLLEGE STATION.
DEPARTMENT OF AGRICULTURE, WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$1.70
PUB DATE - MAR 70 32P.PAPER PRESENTED AT THE SOUTHWESTERN SOCIOLOGICAL ASSOCIATION MEETINGS, DALLAS, TEXAS, MARCH 26-28, 1970

DESCRIPTORS - BILINGUALISM; *CULTURAL FACTORS; CULTURAL TRAITS; ETHNIC GROUPS; FAMILY BACKGROUND; *HIGH SCHOOL STUDENTS; *LANGUAGE ABILITY; *MEXICAN AMERICANS; *OCCUPATIONAL ASPIRATION; RACIAL CHARACTERISTICS; SEX DIFFERENCES; SOCIOECONOMIC STATUS; SPANISH SPEAKING
IDENTIFIERS - TEXAS

ABSTRACT - UTILIZING TALCOTT PARSONS' DATA FROM A 1967 STUDY OF 4 SOUTH TEXAS COUNTIES, THE PRESENT STUDY INVOLVES 596 MEXICAN AMERICAN HIGH SCHOOL SOPHOMORES AND IS BASED ON PARSONS' ASSERTION THAT SPANISH AMERICAN SUBCULTURE IS CHARACTERIZED BY THE PARTICULARISM-ASCRIPTION VALUE PATTERN. IN KEEPING WITH THIS, THE PRESENT STUDY HYPOTHESIZED THAT DEGREE OF IDENTIFICATION WITH MEXICAN AMERICAN SUBCULTURE IS INVERSELY RELATED TO DESIRE FOR UPWARD INTERGENERATIONAL MOBILITY. ETHNIC IDENTIFICATION WAS INDICATED BY AN INDEX OF THE USE OF SPANISH IN A VARIETY OF SITUATIONS, AND ASPIRATION FOR INTERGENERATIONAL MOBILITY WAS MEASURED THROUGH CROSS-CLASSIFICATION OF THE RESPONDENT'S LONG-RUN OCCUPATIONAL ASPIRATIONS WITH JOB OF MAIN BREADWINNER IN HIS FAMILY. COMPARATIVE ANALYSIS OF "UPWARDLY MOBILE" AND "NONMOBILE" RESPONDENTS (BY ETHNICITY, SOCIOECONOMIC STATUS, AND SEX) AS WELL AS COMPARISON OF ETHNICITY SCORES (BY DEGREE OF MOBILITY PROJECTED FOR EACH SOCIOECONOMIC TYPE BY SEX) DID NOT SUPPORT THE HYPOTHESIS. A CONCLUDING DISCUSSION IS PRESENTED OF A NUMBER OF ALTERNATIVES AND THEIR THEORETICAL IMPLICATIONS AS TO WHETHER LANGUAGE USAGE AND OCCUPATIONAL ACHIEVEMENT COULD BE POSSIBLE INDICATORS OF MEXICAN AMERICAN ETHNICITY. (AUTHOR/EL)

ORD 0053M ED 041 980
HERNANDEZ, LUIS F.
A FORGOTTEN AMERICAN: A RESOURCE UNIT FOR TEACHERS ON THE MEXICAN AMERICAN.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$2.90
ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH, 315 LEXINGTON AVE., NEW YORK, N.Y. 10016 ($0.75)
PUB DATE - 69 56P.

DESCRIPTORS - ACCULTURATION; CLASSROOM TECHNIQUES; *CULTURAL BACKGROUND; CULTURAL DIFFERENCES; CULTURE CONFLICT; CURRICULUM ENRICHMENT; MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; PROGRAM DEVELOPMENT; *RACIAL CHARACTERISTICS; REINFORCEMENT; *RESOURCE MATERIALS; SELF CONCEPT; SPANISH SPEAKING; *TEACHING GUIDES
IDENTIFIERS - CHICANO POWER

ABSTRACT - THIS GUIDE FOR TEACHERS ON THE MEXICAN AMERICAN PROVIDES INFORMATION AS TO THEIR ORIGIN AND BACKGROUND, HISTORY, AND CULTURE, THEIR ACCULTURATION THROUGH TIME, THE CONFLICTING VALUES THEY POSSESS IN RELATION TO THOSE OF ANGLO-AMERICANS, THEIR FAMILY STRUCTURE, THE CHARACTERISTICS OF MEXICAN-AMERICAN STUDENTS, AND "CHICANO POWER." TREATMENT OF THESE AREAS IS SUPPLEMENTED BY DETAILED SUGGESTIONS FOR COPING WITH THE STUDENT. THESE SUGGESTIONS REFER TO DETERMINATION OF READING, SPELLING, AND REASONING LEVELS; OVERCOMING THE LACK OF TRUE REINFORCEMENT OF LEARNING; DEVELOPMENT OF A MEANINGFUL PROGRAM WITHIN THE ESTABLISHED CURRICULUM; MAINTENANCE OF DISCIPLINE; OVERCOMING NEGATIVE SELF CONCEPT; USE OF POSITIVE APPROACHES; USE OF THE CULTURAL DIFFERENCE AMONG STUDENTS FOR THE BENEFIT OF THE STUDENTS; COMMUNICATING WITH THE PARENTS OF STUDENTS; AND, EXPANSION OF CURRICULA TO INCLUDE THE CULTURE, HERITAGE, AND OTHER CONTRIBUTIONS OF MEXICAN AMERICANS. ALSO INCLUDED IN THIS GUIDE ARE A LIST OF RECOMMENDED READINGS, A SURVEY OF MEXICAN HISTORY, A CHRONOLOGICAL OUTLINE OF MEXICAN HISTORY, A SELECT BIBLIOGRAPHY OF MEXICAN HISTORY AND CULTURE, AND SOURCES FOR FURTHER INFORMATION. (RJ)

ORD 0054M ED 053 829
GALARZA, ERNESTO, AND OTHERS
MEXICAN-AMERICANS IN THE SOUTHWEST.

FORD FOUNDATION, NEW YORK, N.Y.
DOCUMENT NOT AVAILABLE FROM EDRS.
KIMBERLY PRESS, INC., GOLETA, CALIFORNIA 93017 ($2.50)
PUB DATE - 69 90P.

DESCRIPTORS - ACCULTURATION; ANGLO AMERICANS; ECONOMIC DISADVANTAGEMENT; *ECONOMIC STATUS; *EDUCATIONAL DISADVANTAGEMENT; GROUP UNITY; INTERGROUP RELATIONS; *MEXICAN AMERICANS; NEGROES; *POLITICAL POWER; *SOCIOCULTURAL PATTERNS
IDENTIFIERS - SOUTHWEST

ABSTRACT - WITH FINDINGS AS PRESENTED IN THIS 1969 BOOK, A 2-YEAR FIELD STUDY CONDUCTED BY A 3-MEMBER TEAM ANALYZED THE ECONOMIC, CULTURAL, POLITICAL, AND EDUCATIONAL CONDITIONS OF MEXICAN AMERICANS IN THE SOUTHWEST (CALIFORNIA, ARIZONA, NEW MEXICO, COLORADO, AND TEXAS) WITH SOME REFERENCE TO BRACEROS AND THE SITUATION IN MEXICO. AN OVERVIEW OF 8 GEOGRAPHIC MEXICAN AMERICAN GROUPINGS LEADS INTO A DISCUSSION OF SUCH TOPICS AS MOBILITY, URBANIZATION, THE CULTURE OF POVERTY, EDUCATIONAL DISADVANTAGEMENT, COMMUNITY INFRASTRUCTURE, AND COMMUNICATION. DIVISIONS WITHIN THE MINORITY GROUP, SITUATIONS CREATING CULTURAL AND POLITICAL IMMOBILITY, AND PROBLEMS IN THE ADMINISTRATION OF WELFARE PROGRAMS ARE DESCRIBED AND USED AS A BACKDROP FOR PREDICTIONS THAT THE MEXICAN AMERICAN FAMILY WILL CONTINUE TO NEED OUTSIDE HELP AND THAT THE COST OF SOCIAL ASSISTANCE WILL RISE. A 23-POINT SUMMARY AND AN APPENDIX CONTAINING 22 STATISTICAL TABLES ON DEMOGRAPHY, EDUCATION, AND EMPLOYMENT CONCLUDE THE BOOK. (BD)

ORD 0055M ED 040 134
NAVA, JULIAN
MEXICAN AMERICANS: A BRIEF LOOK AT THEIR HISTORY.

B'NAI B'RITH, NEW YORK, N.Y. ANTI-DEFAMATION LEAGUE.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$2.45
OEG-0-8-080752-4686
(85-8-0752
ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH, 315 LEXINGTON AVENUE, NEW YORK, N.Y. 10016 ($0.75)
PUB DATE - 70 47P.

DESCRIPTORS - *BICULTURALISM; *CIVIL RIGHTS; CULTURAL BACKGROUND; LATIN AMERICAN CULTURE; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; RACIAL DIFFERENCES; SOCIAL DISADVANTAGEMENT; VOTING RIGHTS

ABSTRACT - THIS SHORT SURVEY BEGINS WITH A DEFINITION OF THE MEXICAN AMERICAN AND SOME OF THE QUESTIONS ASKED BY THE GENERAL PUBLIC ABOUT HIS CULTURE AND AIMS. IT OUTLINES THE HISTORY OF THE UNITED STATES' INVOLVEMENT WITH MEXICO AND EXPLAINS THE EXPERIENCE OF THE MEXICAN AMERICANS AFTER THE END OF THE MEXICAN WAR IN 1848. THEIR ETHNIC ORIGINS AND THE RICH CULTURAL BACKGROUNDS OF BOTH MEXICO AND SPAIN ARE DESCRIBED, AS WELL AS THE SPANISH SETTLEMENT OF THE SOUTHWEST AND CALIFORNIA. THE WIDESPREAD DISREGARD FOR THE PROVISIONS OF THE TREATY OF GUADALUPE HIDALGO, WHICH CALLED FOR THE FREE ENJOYMENT OF LIBERTY, PROPERTY, AND RELIGION, AND THE U.S. SETTLEMENT OF THE WEST IN THE GOLDRUSH LED TO THEIR BEING DOWNGRADED AS CITIZENS BY MEANS OF NEW LAND REGISTRY LAWS AND LEGAL SYSTEMS, THE REQUIREMENT OF LITERACY IN ENGLISH AS A VOTING QUALIFICATION, AND AN ANGLO-DOMINATED SCHOOL SYSTEM. THE EMPLOYMENT OF IMMIGRANT DAY-LABORERS ALONG THE BORDER AND THE PREVELANCE OF SPANISH-LANGUAGE NEWSPAPERS, MOVIES, AND RADIO PROGRAMS HAVE HINDERED THE EQUAL ACCEPTANCE OF MEXICAN AMERICANS. THE PRESENT CHICANO MOVEMENT IS DOING MUCH TO ADVANCE THE RECOGNITION OF THEIR CULTURAL VALUES AND TO ENCOURAGE A MOVEMENT TOWARD SOCIAL JUSTICE, BUT IT IS STILL UNCERTAIN WHETHER THEY WILL ULTIMATELY CHOOSE ASSIMILATION OR BICULTURALISM. (MBM)

ORD 0061 ED 016 537
ZINTZ, MILES V.
EDUCATION ACROSS CULTURES.

DOCUMENT NOT AVAILABLE FROM EDRS.
PUB DATE - 63

DESCRIPTORS - ACADEMIC ACHIEVEMENT; BIBLIOGRAPHIES; CHILDREN; COMMUNITY; *CULTURE CONFLICT; CURRICULUM; *EDUCATION; ENGLISH (SECOND LANGUAGE); *ETHNIC GROUPS; FAMILY (SOCIOLOGICAL UNIT); FLEXIBLE SCHEDULES; LISTENING SKILLS; *MINORITY GROUPS; *PROBLEMS; REMEDIAL INSTRUCTION; RETARDATION; ROLE PERCEPTION; SCHOOL ATTITUDES; SPEAKING ACTIVITIES; VALUES
IDENTIFIERS - UNIV. OF NEW MEXICO

ABSTRACT - PROBLEMS IN THE EDUCATION OF MINORITY ETHNIC GROUPS ARE THE SUBJECT OF THIS TEXT. LARGE POPULATIONS OF INDIANS, MEXICAN AMERICANS, AND SPANISH AMERICANS CONSTITUTE THE MINORITY GROUPS IN THE SIX SOUTHWESTERN STATES. A BASIC PURPOSE IN EDUCATING MINORITY GROUPS IS THE INCULCATION OF VALUES OF THE AMERICAN CULTURE. ONE MAJOR PROBLEM INVOLVES A LACK OF TEACHER SENSITIVITY TO THE SOCIO-CULTURAL DIFFERENCES THAT EXIST BETWEEN THEMSELVES AND THE CHILDREN THEY TEACH. TEACHERS MUST BECOME CONSCIOUS OF THE CHANGES NEEDED IN THE HEALTH, ECONOMY, AND EDUCATION OF THE MINORITY GROUP. THE INTER-DEPENDENCE OF LANGUAGE AND CULTURE AND THE MANY FACTORS INFLUENCING LEARNING ENGLISH AS A SECOND LANGUAGE ARE DESIGNATED AS FACTORS OF POOR ACHIEVEMENT. RECOMMENDED WAYS OF OVERCOMING EDUCATIONAL RETARDATION ARE PROFICIENT TEACHING OF ENGLISH AND REMEDIAL TEACHING. LISTENING SKILLS AND SPEAKING ACTIVITIES MUST FIRST BE REALIZED. THE APPENDICES CONTAIN SEVERAL AUTOBIOGRAPHIES, A GUIDE TO SOCIAL MORES OF THE NAVAJO, A READING LIST FOR RETARDED READERS, AND AN EXTENSIVE BIBLIOGRAPHY. THIS BOOK IS AVAILABLE FROM WILLIAM C. BROWN COMPANY, INC., DUBUQUE, IOWA. (JS)

ORD 01211 ED 034 625
INDIAN EDUCATION: A NATIONAL TRAGEDY--A NATIONAL CHALLENGE. 1969 REPORT OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE, UNITED

STATES SENATE, MADE BY ITS SPECIAL SUBCOMMITTEE ON INDIAN EDUCATION.

SENATE COMMITTEE ON LABOR AND PUBLIC WELFARE, WASHINGTON, D.C.
EDRS PRICE MF-$1.00 HC-$11.60
R-91-501
PUB DATE - 69 230P.

DESCRIPTORS - ADMINISTRATIVE PROBLEMS; *AMERICAN INDIANS; CASE STUDIES (EDUCATION); EDUCATIONAL BACKGROUND; *EDUCATIONAL NEEDS; *EDUCATIONAL POLICY; *FEDERAL LEGISLATION; FEDERAL PROGRAMS; *INVESTIGATIONS; SCHOOL CONDITIONS

ABSTRACT - SENATE RESOLUTION 165, 90TH CONGRESS, AUTHORIZED AN INVESTIGATION INTO THE EDUCATION OF INDIAN CHILDREN. SUBSEQUENT RESOLUTIONS EXTENDED THE INVESTIGATION, THE RESULTS OF WHICH ARE SYNTHESIZED IN THIS REPORT. HISTORICAL DISCUSSION OF NATIONAL POLICY TOWARD THE AMERICAN INDIAN, THE EFFECTS OF FEDERAL LEGISLATION, AND THE FAILURES OF FEDERAL SCHOOLS ARE PRESENTED. PUBLIC SCHOOL FINDINGS INCLUDED THE LACK OF INDIAN PARTICIPATION OR CONTROL; COURSEWORK WHICH RARELY RECOGNIZED INDIAN HISTORY, CULTURE, OR LANGUAGE; AND ANTI-INDIAN ATTITUDES ON THE PART OF SCHOOL ADMINISTRATORS AND TEACHERS. FEDERAL SCHOOLS WERE FOUND TO BE GROSSLY UNDERFINANCED, DEFICIENT IN ACADEMIC PERFORMANCE, UNSATISFACTORY IN QUALITY AND EFFECTIVENESS OF INSTRUCTION, SERIOUSLY DEFICIENT IN GUIDANCE AND COUNSELING PROGRAMS, AND CHARACTERIZED BY A RIGID AND IMPERSONAL ENVIRONMENT. SIXTY RECOMMENDATIONS WERE MADE IN THE AREAS OF NATIONAL POLICY AND GOALS, ADMINISTRATION OF INDIAN EDUCATION, THE FUTURE OF FEDERAL SCHOOLS, AND THE FEDERAL ROLE IN RELATION TO NON-FEDERAL SCHOOLS. STATISTICAL TABLES ARE PRESENTED IN AN APPENDIX. (JH)

ORD 01221
HAVINGHURST, ROBERT J.
POVERTY SEEN AS MAJOR PROBLEM OF INDIAN EDUCATION.

REPORT ON EDUCATION RESEARCH; V2 N20 P5
PUB DATE - 70 SEP 30 1970

DESCRIPTORS - ECONOMIC DISADVANTAGEMENT; *DEPRESSED AREAS (GEOGRAPHIC); *POVERTY RESEARCH; *ECONOMICALLY DISADVANTAGED; *AMERICAN INDIANS; *AMERICAN INDIAN CULTURE; RURAL SCHOOLS; INNER CITY; MENTAL HEALTH; SELF ESTEEM; INTELLIGENCE; ACADEMIC ACHIEVEMENT; PARENT PARTICIPATION; PARENT ATTITUDES; PARENT SCHOOL RELATIONSHIP; EDUCATIONAL DISADVANTAGEMENT; STUDENT CHARACTERISTICS
IDENTIFIERS - NATIONAL STUDY OF AMERICAN INDIAN EDUCATION

ABSTRACT - POVERTY APPEARS TO BE THE MAJOR PROBLEM BESETTING INDIAN EDUCATION. IT IS VERY DIFFICULT WHEN DEALING WITH A MINORITY GROUP TO DISENTANGLE THE EFFECT OF POVERTY FROM ANY EFFECTS OF THE MINORITY'S CULTURE; BUT THE FACT REMAINS THAT MOST INDIAN CHILDREN ARE IN ISOLATED RURAL AREAS OR LOWER CLASS SCHOOLS WHERE CHILDREN DO NOT LEARN AS WELL AS THE NATIONAL AVERAGE. THIS INTERIM REPORT OFFERED THE FOLLOWING TENTATIVE FINDINGS: (1) INDIAN CHILDREN HAVE THE SAME LEVEL OF MENTAL ALERTNESS AS WHITE CHILDREN, (2) STUDIES OF SELF-ESTEEM AND SELF-CONCEPT SHOW INDIAN YOUTH TO BE SIMILAR TO NON-INDIAN YOUTH, (3) THE MENTAL HEALTH OF INDIAN YOUTH IS NOT INFERIOR TO THAT OF NON-INDIAN YOUTH OF THE SAME FAMILY ECONOMIC LEVEL, (4) SCHOOL ACHIEVEMENT IS BELOW THE NATIONAL AVERAGE AS IT IS FOR OTHER CHILDREN OF OTHER LOW-INCOME WHITE AND ETHNIC GROUPS, (5) INDIAN PARENTS ARE GENERALLY MILDLY FAVORABLE TO THE SCHOOLS THEIR CHILDREN ATTEND, (6) INDIAN PARENTS, INDIAN STUDENTS, AND TEACHERS OF INDIAN STUDENTS FAVOR MORE ATTENTION TO TRIBAL AND INDIAN CULTURE AND HISTORY IN THE SCHOOL CURRICULUM, (7) INDIAN PARENTS AND COMMUNITY LEADERS FAVOR MORE INDIAN INFLUENCE IN THE OPERATION OF SCHOOLS, (8) THE MOVEMENT OF INDIAN FAMILIES TO THE CITIES WILL BRING APPROXIMATELY A THIRD OF THE INDIAN CHILDREN INTO BIG CITY SCHOOL SYSTEMS BY 1980. (DP)

ORD 0124M ED 041 960
FEDDER, RUTH; GABALDON, JACQUELINE
NO LONGER DEPRIVED: THE USE OF MINORITY CULTURES AND LANGUAGES IN THE EDUCATION OF DISADVANTAGED CHILDREN AND THEIR TEACHERS. SERIES IN GUIDANCE AND STUDENT PERSONNEL ADMINISTRATION.

DOCUMENT NOT AVAILABLE FROM EDRS.
TEACHERS COLLEGE PRESS, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, N.Y. ($4.95)
PUB DATE - 70 220P.

DESCRIPTORS - ACADEMIC ENRICHMENT; AMERICAN INDIANS; *COMMUNICATION PROBLEMS; COMMUNITY INVOLVEMENT; *COUNSELING EFFECTIVENESS; *DISADVANTAGED YOUTH; LEARNING PROCESSES; MIGRANT CHILDREN; PARENT PARTICIPATION; PROFESSIONAL PERSONNEL; PSYCHOLOGICAL SERVICES; REMEDIAL INSTRUCTION; *SOCIAL WORKERS; SPANISH SPEAKING; TEACHER EDUCATION; *TEACHING METHODS

ABSTRACT - THIS BOOK DESCRIBES HOW A NUMBER OF PROFESSIONAL AND VOLUNTEER SOCIAL WORKERS WENT ABOUT COMMUNICATING WITH AND TEACHING DISADVANTAGED CHILDREN. THE RECORDS INCLUDED (REPORTS OF EVENTS WEEK BY WEEK, AND DAY BY DAY) ARE CONSIDERED TO SHOW THE INFINITESIMAL STEPS THAT LED TO EVENTUAL SUCCESS. THESE EXAMPLES OF HOW THE INDIAN CHILD, THE SPANISH-SPEAKING CHILD, AND THE CHILD OF THE MIGRANT WORKER WERE TURNED INTO SUCCESSFUL, CONFIDENT LEARNERS ARE HELD TO BE EASILY TRANSLATABLE INTO ONE'S OWN PRACTICE, AND TO PROVIDE INSIGHTS TO IMPROVING EFFORTS AT OVERCOMING DEPRIVATION. ASPECTS DEALT WITH ENCOMPASS ACADEMIC ENRICHMENT; TRIPS AND OTHER CULTURAL ACTIVITIES; SCHOOL HEALTH SERVICES; PSYCHOLOGICAL AND RELATED CONSULTANT SERVICES; CONFERENCES AND OTHER TYPES OF WORK WITH PARENTS, WITH COMMUNITY REPRESENTATIVES, AND ORGANIZATIONS; REMEDIAL TEACHING; PROVISION OF ESSENTIAL MATERIALS, SUPPLIES, AND EQUIPMENT; INDIVIDUAL INTERVIEWS WITH CHILDREN; AND, SPECIAL INSERVICE TRAINING AND ADEQUATE PRESERVICE PREPARATION OF TEACHERS. (RJ)

ORD 0125 ED 014 364
SODERSTROM, JOAN
AN INVESTIGATION OF MEXICAN-AMERICAN MIGRANT CHILDREN POPULATION IN IDAHO AND THE EDUCATIONAL OPPORTUNITIES PROVIDED BY SELECTED SCHOOL DISTRICTS.

IDAHO STATE UNIV., POCATELLO. COLL. OF EDUCATION.
EDRS PRICE MF-$1.00 HC-$8.60
PUB DATE - APR67 213P.

DESCRIPTORS - ATTENDANCE; BILINGUALISM; CULTURAL DIFFERENCES; CULTURAL DISADVANTAGEMENT; EDUCATIONAL OPPORTUNITIES; EDUCATIONAL PROBLEMS; ENROLLMENT; LABOR CAMPS; *MEXICAN AMERICANS; *MIGRANT CHILD EDUCATION; *MIGRANT CHILDREN; *MIGRANTS; MIGRANT WORKERS; MOBILITY; SOCIOECONOMIC INFLUENCES

ABSTRACT - IN IDAHO THE MAJOR INDUSTRY IS AGRICULTURE, REQUIRING THE EMPLOYMENT OF SEASONAL FARM LABORERS, WHO ARE PREDOMINANTLY AMERICANS OF MEXICAN AND SPANISH DESCENT FROM SOUTH TEXAS. THE CHILDREN OF THIS LABOR GROUP ARE CONFRONTED WITH GRAVE EDUCATIONAL PROBLEMS, SOME OF WHICH ARE--HIGH MOBILITY, LIMITED CULTURAL ENVIRONMENT, AND LANGUAGE DIFFERENCES. THE PURPOSE OF THIS STUDY WAS TO DETERMINE--(1) THE STATUS OF EDUCATION FOR THE CHILDREN OF THESE FAMILIES IN SOUTHERN IDAHO, AND (2) THE SPECIFIC SCHOOL DISTRICTS WITHIN SELECTED GEOGRAPHIC AREAS WHICH WERE AFFECTED BY THE MIGRATORY CHILDREN. THE DATA WERE COLLECTED THROUGH THE USE OF A QUESTIONNAIRE WHICH WAS ADMINISTERED TO THE SUPERINTENDENTS OF TWENTY-EIGHT SOUTHERN IDAHO SCHOOL DISTRICTS. AN EXTENSIVE REVIEW OF RELATED RESEARCH AND LITERATURE IS INCLUDED. THE FINDINGS REVEAL THE FOLLOWING--(1) THERE WERE ENOUGH MIGRANT CHILDREN IN SPECIFIC LOCATIONS IN SOUTHERN IDAHO TO WARRANT THE DEVELOPMENT OF EDUCATIONAL PROGRAMS APPROPRIATE TO THEIR UNIQUE NEEDS, (2) MORE COOPERATION WAS NEEDED AMONG THE VARIOUS AGENCIES DEALING WITH MIGRANTS AND THEIR PROBLEMS, (3) THE LACK OF AWARENESS ON THE PART OF SOME SCHOOL SUPERINTENDENTS CONCERNING MIGRANT CHILD EDUCATIONAL PROBLEMS, AND (4) THE EXACT NUMBER OF SCHOOL AGE MIGRANT CHILDREN COULD NOT BE DETERMINED FROM THE AVAILABLE DATA, BUT THE ESTIMATES COULD POSSIBLY SERVE AS A BASE TO BE VERIFIED BY A FOLLOW-UP STUDY. MASTER'S THESIS. (ES)

ORD 0126R ED 013 696
JOHNSON, HELEN W.
AGE OF TRANSITION, RURAL YOUTH IN A CHANGING SOCIETY.

DEPARTMENT OF AGRICULTURE, WASHINGTON, D.C.
EDRS PRICE MF-$0.50 HC-$3.92
USDA-AGR-HB-347
PUB DATE - OCT67 98P.

DESCRIPTORS - AGRICULTURAL LABORERS; AMERICAN INDIANS; AREA VOCATIONAL SCHOOLS; COLLEGE STUDENTS; DROPOUTS; EMPLOYMENT OPPORTUNITIES; HEALTH; HIGH SCHOOL GRADUATES; LUNCH PROGRAMS; MENTAL HEALTH; MENTAL HEALTH CLINICS; MIGRANT WORKERS; NEGROES; *POPULATION DISTRIBUTION; PUBLIC LIBRARIES; PUBLIC SCHOOLS; REMEDIAL PROGRAMS; RURAL AREAS; *RURAL POPULATION; *RURAL YOUTH; SOCIAL SERVICES; VOCATIONAL AGRICULTURE; VOCATIONAL EDUCATION
IDENTIFIERS - ECONOMIC RES. SERVICE

ABSTRACT - THE WORLD POPULATION IS INCREASING VERY RAPIDLY, WITH YOUNG PEOPLE (UNDER 25 YEARS OF AGE) CONSTITUTING ONE-HALF OR MORE OF THE TOTAL. IN THE UNITED STATES, THE POPULATION HAS INCREASED TO APPROXIMATELY 200 MILLION, AND WITH THIS INCREASE, THERE HAS BEEN A SHIFT FROM A RURAL TO AN URBAN MAJORITY. EXTENSIVE COMPARISONS OF RURAL AND URBAN YOUTH ARE GRAPHICALLY AND VERBALLY PRESENTED IN THE FOLLOWING AREAS IN THIS BOOKLET--(1) THE WORLD WE LIVE IN, (2) PREPARING FOR LIFE, (3) MAKING A LIVING, (4) HEALTH AND WELFARE, (5) THE QUALITY OF RURAL LIFE, AND (6) THE WORLD OF TOMORROW. A SELECTED NUMBER OF THE CHARTS ARE AVAILABLE AS COLOR SLIDES FROM THE PHOTOGRAPHY DIVISION, OFFICE OF INFORMATION, USDA, WASHINGTON, D. C. THIS DOCUMENT IS AVAILABLE AS AGRICULTURAL HANDBOOK NO. 347 FROM SUPERINTENDENT OF DOCUMENTS, U. S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402 FOR 75 CENTS. (ES)

ORD 0127R ED 011 785
LINDSTROM, D.E.
EDUCATIONAL NEEDS OF RURAL YOUTH.

EDRS PRICE MF-$0.09 HC-$0.44
PUB DATE - 65 11P.

DESCRIPTORS - COLLEGE PREPARATION; DISADVANTAGED YOUTH; *EDUCATION; *EDUCATIONAL NEEDS; EMPLOYMENT POTENTIAL; *EXTENSION EDUCATION; HIGH SCHOOLS; RURAL DROPOUTS; *RURAL EDUCATION; *RURAL YOUTH
IDENTIFIERS - SULLIVAN; URBANA

ABSTRACT - THE AUTHOR DISCUSSES THE PRESENT STATUS OF EDUCATIONAL OPPORTUNITIES AND NEEDS OF RURAL YOUTH. EVIDENCE INDICATES THAT MOST RURAL YOUTH DO NOT PLAN TO ATTEND COLLEGE, AND THAT THESE NONCOLLEGE BOUND STUDENTS DO NOT SCORE AS WELL ON APTITUDE AND ACHIEVEMENT TESTS AS THOSE PLANNING ON COLLEGE. APPROXIMATELY 80 PERCENT OF THESE STUDENTS DO NOT FEEL THEY WOULD BE PREPARED FOR EMPLOYMENT UPON LEAVING HIGH SCHOOL. THE AUTHOR CONCLUDES THAT SUBSTANTIAL DEVELOPMENT OF EXTENSION EDUCATION PROGRAMS COULD PROVIDE THE NECESSARY POST-HIGH SCHOOL TRAINING PROGRAMS FOR SKILLED AND TECHNICAL EMPLOYMENT. THE ARTICLE IS A REPRINT FROM THE "JOURNAL OF COOPERATIVE EXTENSION," SPRING 1965. (JM)

ORD 0128M ED 020 813
LAMANNA, RICHARD A. ; SAMORA, JULIAN
RECENT TRENDS IN EDUCATIONAL STATUS OF MEXICAN-AMERICANS IN TEXAS.

EDRS PRICE MF-$0.25 HC-$1.00
PUB DATE - 10DEC65 23P.

DESCRIPTORS - AGE DIFFERENCES; ATTENDANCE; CENSUS FIGURES; CONFERENCES; COUNTY SCHOOL SYSTEMS; CULTURAL BACKGROUND; *EDUCATIONAL STATUS COMPARISON; *ETHNIC GROUPS; GEOGRAPHY; *MEXICAN AMERICANS; *MINORITY GROUPS;

PARENTAL BACKGROUND; RESIDENTIAL PATTERNS; SEX DIFFERENCES; SPANISH SPEAKING; *STATISTICAL DATA
IDENTIFIERS - ARIZONA; CALIFORNIA; COLORADO; NEW MEXICO; TEXAS

ABSTRACT - STATISTICAL DATA OF THE 1950 AND 1960 CENSUSES ENABLES TEXAS MEXICAN-AMERICANS TO BE COMPARED EDUCATIONALLY WITH OTHER GROUPS IN TEXAS, WITH MEXICAN AMERICANS IN OTHER STATES, AND WITH TEXAS MEXICAN AMERICANS OF AN EARLIER DATE. FOR THE PURPOSE OF THIS STUDY, ALL PERSONS OF SPANISH-SURNAME ARE CONSIDERED TO BE MEXICAN AMERICAN. THE PAPER IS ORGANIZED INTO 5 MAJOR SECTIONS--(1) PAST AND PRESENT EDUCATIONAL STATUS, (2) SOME SOURCES OF VARIATION IN EDUCATIONAL STATUS, (3) CHANGES IN EDUCATIONAL STATUS OF DIFFERENT ELEMENTS OF THE POPULATION, (4) CHANGES IN EDUCATIONAL STATUS OF DIFFERENT GEOGRAPHICAL AREAS, AND (5) FUTURE TRENDS IN ABSOLUTE AND RELATIVE EDUCATIONAL STATUS. THE FOCUS THROUGHOUT IS ON THE NATURE AND MAGNITUDE OF RECENT CHANGES IN EDUCATIONAL STATUS AND ON THE PROSPECTS FOR FUTURE CHANGE. REFERENCES AND TABLES ARE INCLUDED. THIS IS A REVISED VERSION OF A PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE TEXAS ACADEMY OF SCIENCE (DALLAS, DECEMBER 10, 1965). (SW)

ORD 0129R ED 016 549
ACKERSON, NELS J.
RURAL YOUTH IN A CHANGING WORLD.

EDRS PRICE MF-$0.25 HC-$0.32
PUB DATE - 23OCT67 6P.

DESCRIPTORS - CULTURE; CURRICULUM; DROPOUT RATE; EDUCATIONAL OPPORTUNITIES; EMPLOYMENT; EMPLOYMENT OPPORTUNITIES; GUIDANCE; *OPPORTUNITIES; *RURAL AREAS; RURAL EDUCATION; RURAL URBAN DIFFERENCES; *RURAL YOUTH; SOCIAL CHANGE; VOCATIONAL EDUCATION; YOUTH OPPORTUNITIES

ABSTRACT - RURAL YOUTH ARE CONFRONTED WITH THE SERIOUS PARADOX OF OPPORTUNITY AND FRUSTRATION. OPPORTUNITIES ARE PLENTIFUL FOR THOSE WHO POSSESS SKILLS AND ABILITIES NECESSARY FOR COMPETING IN OUR TECHNOLOGICALLY ADVANCED SOCIETY, BUT LIMITED FOR THOSE WHO ARE UNABLE TO COMPETE IN OUR SOCIETY EITHER IN JOB COMPETITION OR IN SOCIAL PROCESSES. THE DISADVANTAGEMENT FACED BY THESE RURAL YOUTH CAN BE ATTRIBUTED TO SEVERAL FACTORS SUCH AS--(1) A HIGHER DROPOUT RATE, (2) A GREATER POVERTY INCIDENCE, (3) FEWER CULTURAL OPPORTUNITIES, AND (4) POORER HEALTH FACILITIES. TO COMBAT THE PROBLEMS CONFRONTING RURAL YOUTH, IT IS NECESSARY TO ACCEPT THREE CHALLENGES--(1) TO TAKE FULL ADVANTAGE OF AVAILABLE RURAL OPPORTUNITIES, (2) TO REALIZE THE LIMITATIONS OF RURAL LIFE AND TO RECOGNIZE THE OPPORTUNITIES THAT EXIST ELSEWHERE, AND (3) TO BE AWARE OF OUR RESPONSIBILITIES NOT ONLY TO RURAL AMERICA, BUT ALSO OUR RESPONSIBILITY TO AN AMERICA WHERE THERE IS NO DIVISION BETWEEN RURAL AND URBAN COMMUNITIES. THIS SPEECH WAS DELIVERED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D.C., SPONSORED JOINTLY BY THE U.S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ORD 0141R ED 020 236
SKINNER, VINCENT P.
MOUNTAINEERS AREN'T REALLY ILLITERATE.

EDRS PRICE MF-$0.25 HC-$0.20
PUB DATE - 67 3P.

DESCRIPTORS - BEGINNING READING; COMMUNICATION SKILLS; *ILLITERACY; *LANGUAGE PATTERNS; LANGUAGE USAGE; *NONSTANDARD DIALECTS; ORAL ENGLISH; *READING INSTRUCTION; READING READINESS; READING SKILLS; *RURAL YOUTH; WRITING SKILLS
IDENTIFIERS - APPALACHIA

ABSTRACT - IT IS IMPORTANT TO RECOGNIZE THAT APPALACHIAN CHILDREN ARE NOT ILLITERATES. THEY HAVE A VERY SOPHISTICATED LANGUAGE WITH WHICH THEY COMMUNICATE EFFECTIVELY WITHIN THEIR OWN COMMUNITY. THEIR LANGUAGE SYSTEM, HOWEVER, IS NOT LIKE THE STANDARD AMERICAN ENGLISH, BUT IS LEARNED ALMOST EXCLUSIVELY FROM ORAL TRADITION AND HAS CHANGED VERY LITTLE FOR GENERATIONS. THUS, WHEN THE SCHOOLS IMPOSE MIDDLE-CLASS READING AND WRITING CODES APPALACHIAN CHILDREN FAIL AND ARE CONSIDERED ILLITERATE. THE READING MATERIALS USED IN APPALACHIAN SCHOOLS HAVE NO RELEVANCY TO THESE CHILDREN WHO HAVE NOT HAD THE MAINSTREAM CULTURAL EXPERIENCE. MOREOVER, THE GRAPHEMES OF STANDARD ENGLISH DO NOT CONVEY TO THEM THE SOUNDS THEY CUSTOMARILY USE. THE CRITICAL NEED FOR APPALACHIAN SCHOOLS IS PRESCHOOL ORAL LANGUAGE PROGRAM USING STANDARD AMERICAN ENGLISH WHICH IS DESIGNED TO GIVE STUDENTS A BASIS FOR LEARNING TO READ IN THE FIRST GRADE. THIS ARTICLE WAS PUBLISHED IN THE "SOUTHERN EDUCATION REPORT," VOLUME 3, NUMBER 1, JULY-AUGUST 1967. (NH)

ORD 0241 VT 011 034
HAMEL, PAUL V.
A FOLLOW-UP STUDY OF A SEARCH FOR CLUES TO THE REASONS FOR DROPOUTS AT SPAULDING HIGH SCHOOL IN THE CITY OF ROCHESTER, NEW HAMPSHIRE.

NEW HAMPSHIRE RESEARCH COORDINATING UNIT OF VOCATIONAL-TECHNICAL EDUCATION, CONCORD
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 69 82P.

DESCRIPTORS - *DROPOUTS; *DROPOUT ATTITUDES; SCHOOL HOLDING POWER; *DROPOUT PREVENTION; DROPOUT RATE; *DROPOUT CHARACTERISTICS; *FOLLOWUP STUDIES; EDUCATIONAL IMPROVEMENT

ABSTRACT - QUESTIONNAIRES WERE SENT TO ALL DROPOUTS LEAVING SPAULDING HIGH SCHOOL FROM SEPTEMBER 1964 TO JUNE 1969 TO LEARN THEIR REASONS FOR LEAVING. FINDINGS FROM THE 38 PERCENT OF USABLE RESPONSES WERE SUPPLEMENTED BY INTERVIEWS WHEN NECESSARY. ON THE BASIS OF THE DROPOUT CHARACTERISTICS AND ATTITUDES WHICH THE STUDY DISCLOSED, RECOMMENDATIONS WERE MADE FOR IMPROVED GUIDANCE, VOCATIONAL EDUCATION, AND PROGRAMS FOR THE HANDICAPPED. (BH)

ORD 0322
24 MILLION AMERICANS--POVERTY IN THE UNITED STATES: 1969.

CURRENT POPULATION REPORTS-CONSUMER INCOME SERIES P-60; N76 DEC 16 1970
PUB DATE - ND

DESCRIPTORS - *ECONOMIC FACTORS; *POVERTY RESEARCH; *ECONOMICALLY DISADVANTAGED; *LOW INCOME GROUPS; HEADS OF HOUSEHOLDS; FATHERLESS FAMILY; MOTHERLESS FAMILY; ONE PARENT FAMILY; FAMILY INCOME; FINANCIAL SUPPORT

ABSTRACT - THIS REPORT PROVIDES NUMEROUS FACTS AND FIGURES REGARDING POVERTY LEVELS BETWEEN 1959 AND 1969. SOME OF THE FINDINGS INCLUDE: (1) IN 1969, 24.3 MILLION PERSONS HAD INCOMES BELOW THE POVERTY LEVEL, A DECREASE OF 1.1 MILLION SINCE 1968 AND 15.2 MILLION OVER THE PAST DECADE, (2) POOR FAMILIES HEADED BY A MAN DECREASED BY ABOUT ONE-HALF DURING THIS 10-YEAR PERIOD, WHILE THERE WAS NO SIGNIFICANT CHANGE IN THE NUMBER OF POOR FAMILIES HEADED BY A WOMEN, (3) PERSONS OF NEGRO AND OTHER NON-WHITE RACES CONSTITUTED 31 PERCENT OF THE POOR IN 1969, ALTHOUGH THEY COMPRISED ONLY 12 PERCENT OF THE TOTAL POPULATION, (4) ABOUT ONE OUT OF 10 FAMILIES WERE POOR IN 1969, COMPARED WITH ABOUT ONE OUT OF FIVE IN 1959, (5) SIXTY-ONE PERCENT OF POOR MALE HEADS AND 43 PERCENT OF POOR FEMALE FAMILY HEADS WORKED IN 1969, (6) WHILE INCOME FROM EARNINGS ACCOUNTED FOR ABOUT NINE-TENTHS OF THE AGGREGATE INCOME FOR FAMILIES ABOVE THE POVERTY LEVEL, AMONG THE TWO-THIRDS OF ALL POOR FAMILIES WHO HAD INCOME EARNINGS IN 1969, EARNINGS ACCOUNTED FOR ONLY ABOUT ONE-HALF OF THEIR TOTAL AGGREGATE INCOME, (7) THE LARGEST CATEGORIES OF OTHER INCOME FOR POOR FAMILIES WERE SOCIAL SECURITY PAYMENTS AND PUBLIC ASSISTANCE, FROM WHICH 32 PERCENT AND 27 PERCENT, RESPECTIVELY, OF ALL POOR FAMILIES, RECEIVED BENEFITS, AND (8) IN 1969, IT WOULD HAVE TAKEN APPROXIMATELY $10.1 BILLION TO RAISE THE AGGREGATE INCOMES OF ALL POOR FAMILIES TO THE POVERTY LEVEL. (DP)

ORD 0341 ED 037 609
JOHNSON, LAWRENCE A.
EMPLOYING THE HARD-CORE UNEMPLOYED.

DOCUMENT NOT AVAILABLE FROM EDRS.
AMERICAN MANAGEMENT ASSOCIATION, 135 W. 50TH ST., NEW YORK, N.Y. 10020 ($5.00)
PUB DATE - 69 227P.AMA RESEARCH STUDY 98

DESCRIPTORS - ATTITUDES; BIBLIOGRAPHIES; *BUSINESS; EMPLOYMENT PRACTICES; *EMPLOYMENT PROGRAMS; ETHNIC GROUPS; FEDERAL PROGRAMS; FILMS; INDUSTRIAL TRAINING; *INDUSTRY; ON THE JOB TRAINING; ORIENTATION; PROGRAM EVALUATION; RECRUITMENT; SUPERVISION; SUPERVISORY TRAINING; TESTING; *UNEMPLOYED; *UNSKILLED WORKERS

ABSTRACT - THIS RESEARCH STUDY IS PRESENTED AS AN INDICATION THAT THE HARD CORE UNEMPLOYED CAN BE EMPLOYED, AND PROFITABLY SO, BY BUSINESS AND INDUSTRY. ACCOUNTS ARE GIVEN OF HOW 43 COMPANIES ARE ORGANIZED TO WORK WITH THE HARD CORE UNEMPLOYED AND COACH THEIR FOREMEN AND SUPERVISORS. EMPHASIS IS PLACED ON FREQUENTLY ENCOUNTERED PROBLEMS AND ON HOW THE COMPANIES HAVE OVERCOME THEM. SPECIFIC GUIDANCE IS GIVEN ON IDENTIFYING, RECRUITING, TESTING, HIRING, TRAINING, MOTIVATING, AND SUPERVISING MEMBERS OF THE HARD CORE. EXPERIENCES AND ATTITUDES OF THE HARD CORE THEMSELVES ARE ALSO EXPLORED; THESE INCLUDE THE EFFECTS OF ALTERNATIVE COURSES OF ACTION IN PROGRAM PLANNING, AS WELL AS CANDID IMPRESSIONS OF THE PROGRAM AND THOSE WHO RUN THEM. THE APPENDIX CONTAINS A BIBLIOGRAPHY; KEY FEDERAL PROGRAMS; EXAMPLES OF COMPANIES ATTACKING URBAN PROBLEMS BY MEANS OTHER THAN JOB TRAINING OR MONEY CONTRIBUTIONS; AND FILMS ON PREJUDICE, DISADVANTAGED GROUPS, AND ACTION PROGRAMS. (LY)

ORD 0342 ED 050 231
DIAMOND, DANIEL E.; BEDROSIAN, HRACH
INDUSTRY HIRING REQUIREMENTS AND THE EMPLOYMENT OF DISADVANTAGED GROUPS.

NEW YORK UNIV., N.Y. SCHOOL OF COMMERCE.
MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C.
DOCUMENT NOT AVAILABLE FROM EDRS.
NATIONAL TECHNICAL INFORMATION SERVICE, OPERATIONS DIVISION, SPRINGFIELD, VA. 22151 (PB 191278, MF $0.95; HC $3.00)
PUB DATE - 70 399P.

DESCRIPTORS - *DISADVANTAGED GROUPS; *EMPLOYMENT OPPORTUNITIES; *EMPLOYMENT QUALIFICATIONS; *MANPOWER UTILIZATION; MINORITY GROUPS; NEGRO EMPLOYMENT; *OCCUPATIONAL SURVEYS; PROMOTION (OCCUPATIONAL); SAMPLING; UNEMPLOYED
IDENTIFIERS - NEW YORK CITY; SAINT LOUIS

ABSTRACT - IN AN ATTEMPT TO IMPROVE THE ECONOMIC WELL-BEING OF THE DISADVANTAGED, THIS STUDY INVESTIGATED THE POSSIBILITY THAT EXCESSIVE HIRING REQUIREMENTS MIGHT BE A MAJOR FACTOR IN UNEMPLOYMENT OF PARTICULAR GROUPS IN THE POPULATION. THIS WAS ACCOMPLISHED BY SURVEYING A RANDOM SAMPLE OF EMPLOYERS IN 10 MAJOR ENTRY AND NEAR-ENTRY LEVEL OCCUPATIONS IN THE NEW YORK AND ST. LOUIS STANDARD METROPOLITAN STATISTICAL AREAS. ACCURACY WAS ASSURED BY A 14-MONTH PRETEST EVALUATION OF RESEARCH DESIGN AND MATERIALS, AND THE COLLECTED DATA WERE ANALYZED TO COMPARE VARIATIONS IN HIRING REQUIREMENTS WITH MEASURES OF JOB PERFORMANCE. THE STUDY FOUND THAT ARTIFICIALLY HIGH EMPLOYMENT STANDARDS PROBABLY HAVE HURT BOTH THE DISADVANTAGED AND THE INDUSTRY ITSELF BY CREATING MANPOWER SHORTAGES. BETTER MATCHING OF SKILLS AND JOBS COULD REDUCE TURNOVER, RELIEVE MANPOWER SHORTAGES, AND INCREASE EMPLOYMENT. (BH)

ORD 0343R ED 011 806
HALLER, ARCHIBALD O. , AND OTHERS
RURAL YOUTH NEED HELP IN CHOOSING OCCUPATIONS.

MICHIGAN STATE UNIV., EAST LANSING.
EDRS PRICE MF-$0.09 HC-$0.88
CIRC BULL-235

PUB DATE - 63 22P.

DESCRIPTORS - ASPIRATION; CULTURAL FACTORS; EDUCATION; EDUCATIONAL IMPROVEMENT; FINANCIAL SUPPORT; INTELLIGENCE LEVEL; *OCCUPATIONAL CHOICE; PERSONALITY; *RURAL YOUTH; SELF CONCEPT; SOCIAL CLASS; VOCATIONAL COUNSELING
IDENTIFIERS - EAST LANSING; FARM FOUNDATION

ABSTRACT - THIS BULLETIN OUTLINES THE FACTORS WHICH HINDER RURAL YOUTH IN OBTAINING JOBS, PARTICULARLY WHEN THEY MUST COMPETE WITH URBAN YOUTH FOR THE JOBS. FACTORS DISCUSSED INCLUDE OCCUPATIONAL ASPIRATIONS, CULTURAL INFLUENCES, LEVEL OF EDUCATION, FINANCIAL SUPPORT AVAILABLE, INTELLIGENCE LEVEL, OCCUPATIONAL CHOICE, PERSONALITY, SELF-CONCEPT, AND SOCIAL CLASS. ALSO PRESENTED ARE POSSIBLE IMPROVEMENTS IN RURAL EDUCATION AND VOCATIONAL COUNSELING. (CL)

ORD 0361R ED 015 066
MERCURE, ALEX P.
SPECIAL PROBLEMS OF RURAL MINORITY GROUP YOUTH.

EDRS PRICE MF-$0.25 HC-$0.16
PUB DATE - 23OCT67 2P.

DESCRIPTORS - COCURRICULAR ACTIVITIES; CULTURAL FACTORS; DROPOUT RATE; ECONOMICALLY DISADVANTAGED; *EDUCATIONAL NEEDS; EMPLOYMENT OPPORTUNITIES; HEALTH; MIGRATION; MINORITY GROUPS; RECREATIONAL FACILITIES; RURAL SCHOOLS; *RURAL YOUTH; *SPANISH AMERICANS

ABSTRACT - SPANISH AMERICAN RURAL YOUTH ARE SERIOUSLY HANDICAPPED BY A COMPLEXITY OF PROBLEMS, SUCH AS GEOGRAPHIC ISOLATION, CULTURAL FACTORS, LOCAL ECONOMIC DEPRESSION, AND OUT-MIGRATION TO CITIES. ECONOMIC LIMITATIONS COMBINED WITH THE ISOLATION OF THESE PEOPLE TEND TO PERPETUATE HEALTH PROBLEMS. USUALLY, MEDICAL FACILITIES ARE NOT READILY AVAILABLE, AND WHERE THEY ARE, IN MANY CASES THE PEOPLE ARE UNABLE TO AFFORD THEM. MANY OF THESE YOUNGSTERS BECOME SCHOOL DROPOUTS, AND, CONSEQUENTLY, EMPLOYMENT OPPORTUNITIES WHICH ARE VIRTUALLY NONEXISTENT, ARE LIMITED EVEN FURTHER. RURAL SCHOOLS, FOR THE MOST PART, HAVE FAILED TO DEVELOP PROGRAMS WHICH ADEQUATELY PREPARE THESE YOUTH FOR THEIR RELATION TO THE GREATER AMERICAN ENVIRONMENT. CONSOLIDATED RURAL SCHOOL SYSTEMS SHOULD ENCOURAGE THE CONCEPT OF THE COMMUNITY SCHOOL AND DEVELOP CURRICULA WHICH WILL MEET THE NEEDS OF SPANISH AMERICAN RURAL YOUTH. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1968, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ORD 0362R ED 012 663
JONES, ARTHUR R., JR.; TAYLOR, LEE
WHITE YOUTH FROM LOW-INCOME RURAL FAMILIES--ACHIEVEMENT MILIEU AND AGRIBUSINESS OPPORTUNITIES.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH, WASHINGTON, D.C.

EDRS PRICE MF-$0.25 HC-$0.68
PUB DATE - SEP63 17P.

DESCRIPTORS - *AGRICULTURE; ASPIRATION; *CULTURAL BACKGROUND; CULTURAL DIFFERENCES; CULTURAL DISADVANTAGEMENT; EDUCATIONAL OBJECTIVES; *EMPLOYMENT OPPORTUNITIES; LIVING STANDARDS; *LOW INCOME GROUPS; OCCUPATIONAL GUIDANCE; *RURAL YOUTH; SOCIAL VALUES; *VALUES; VOCATIONAL EDUCATION; YOUTH PROGRAMS
IDENTIFIERS - DISTRICT OF COLUMBIA

ABSTRACT - THE DIFFERENCE BETWEEN POTENTIAL AND ACTUAL DEVELOPMENT OF RURAL YOUTH IS RELATED TO THEIR SOCIAL BACKGROUND. EMPLOYMENT OPPORTUNITIES IN AGRIBUSINESS ARE AVAILABLE FOR RURAL YOUTH, BUT THOSE FROM LOW-INCOME AREAS DO NOT PARTICIPATE. SPECIFIC PROGRAMS AIMED AT SHIFTING VALUE ORIENTATIONS ARE SEEN AS NECESSARY PREREQUISITES TO MEANINGFUL EDUCATIONAL AND TRAINING PROGRAMS. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE NATIONAL CONFERENCE ON PROBLEMS OF RURAL YOUTH IN A CHANGING ENVIRONMENT (SEPTEMBER 1963). (SF)

ORD 0363R ED 017 363
UDALL, MORRIS K.
THE DILEMMA OF RURAL YOUTH.

EDRS PRICE MF-$0.25 HC-$0.40
PUB DATE - 23OCT67 8P.

DESCRIPTORS - *ECONOMIC DISADVANTAGEMENT; EMPLOYMENT; JOBS; *MIGRATION; MINORITY GROUPS; NEGROES; OPPORTUNITIES; *RURAL AREAS; RURAL POPULATION; *RURAL YOUTH; SEASONAL LABOR; URBAN AREAS

ABSTRACT - WITHIN THE LAST 30 YEARS WE HAVE CHANGED FROM AN AMERICA WHICH WAS TWO-THIRDS RURAL AND ONE-THIRD URBAN TO JUST THE REVERSE. RURAL YOUNG PEOPLE CONSTITUTE A LARGE PORTION OF THIS MIGRATION PATTERN WHICH HAS ADDED TO THE INCREASED CONGESTION OF OUR LARGE METROPOLITAN AREAS. ANOTHER RELATED PROBLEM IS THAT SUDDENLY DURING THE 1960'S WE HAVE AWAKENED TO FIND THAT MAN'S ENVIRONMENT--THE OUTDOORS, THE WATER, THE AIR, THE BEACHES, THE PARKS--HAS NOT BEEN PRESERVED AS IT SHOULD HAVE. THESE TWO PROBLEMS CALL FOR OUR CONCENTRATED EFFORTS WITH THE SOLUTION POSSIBLY BEING THE REVERSAL OF THIS MASS MIGRATION. IN ORDER TO ACCOMPLISH THIS REVERSAL, IT WILL BE NECESSARY TO PROVIDE GOOD RURAL JOB OPPORTUNITIES AND THE VARIOUS SERVICES TO THE RURAL YOUNG THAT ARE AVAILABLE TO THEIR CITY COUNTERPARTS. THIS SPEECH WAS DELIVERED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D.C., SPONSORED JOINTLY BY THE U.S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ORD 0401R ED 041 663
THOMAS, HOLLIE B.
DEVELOPMENT OF HUMAN RESOURCES THROUGH A VOCATIONALLY ORIENTED EDUCATIONAL PROGRAM FOR DISADVANTAGED FAMILIES IN DEPRESSED RURAL AREAS. INTERIM REPORT NO. 6. MORALE OF FAMILIES IN AN ECONOMICALLY DEPRESSED RURAL

AREA.

ILLINOIS UNIV., URBANA. DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$0.25 HC-$0.90
OEG-0-9-585041-0773(085) 08
BR-5-0125
PUB DATE - APR 70 16P.

DESCRIPTORS - *ADJUSTMENT PROBLEMS; ATTITUDES; *DEPRESSED AREAS (GEOGRAPHIC); DISADVANTAGED YOUTH; ECONOMIC DISADVANTAGEMENT; FAMILY (SOCIOLOGICAL UNIT); JOB SATISFACTION; MORALE; PROGRAM DEVELOPMENT; *RESEARCH PROJECTS; *RURAL ENVIRONMENT; *VOCATIONAL EDUCATION
IDENTIFIERS - PROJECT READY; RURAL EDUCATION DISADVANTAGED YOUTH

ABSTRACT - THE CARDINAL OBJECTIVE OF PROJECT READY WAS THE DEVELOPMENT OF A VOCATIONALLY ORIENTED, FAMILY CENTERED EDUCATIONAL PROGRAM IN A DEPRESSED RURAL AREA. HOWEVER, BEFORE A WORKABLE EDUCATIONAL PROGRAM COULD BE DEVELOPED, THE STATUS QUO OF SEVERELY DISADVANTAGED RURAL FAMILIES HAD TO BE ASCERTAINED. IN ORDER TO DO THIS, THE "MINNESOTA SURVEY OF OPINION" WAS GIVEN TO A RANDOM SAMPLE OF 31 HEADS OF HOUSEHOLD IDENTIFIED AS BEING SOCIALLY OR ECONOMICALLY DISADVANTAGED AND TO 82 HEADS OF HOUSEHOLDS REPRESENTING A CROSS-SECTION OF THE POPULATION IN A SOUTHERN ILLINOIS COUNTY. SCORES WERE OBTAINED ON GENERAL ADJUSTMENT (DEGREE TO WHICH A PERSON HAS ADJUSTED TO HIS ENVIRONMENT) AND TOTAL MORALE (ASSESSMENT INCLUDING ATTITUDES TOWARD PERSONAL INFERIORITY, FAMILY, LAW, CONSERVATISM, AND EDUCATION). A GENERAL ADJUSTMENT SCORE WAS ARRIVED AT BY COMPARING THE NEGATIVE AND POSITIVE RESPONSES OF THE OTHER 2 VARIABLES. RESULTS INDICATED THAT THE SEVERELY DISADVANTAGED FAMILIES HAD A SIGNIFICANTLY LOWER MORALE AND POORER GENERAL ADJUSTMENT THAN DID THE SAMPLE OF THE TOTAL POPULATION OF FAMILIES IN THE SAME GEOGRAPHIC AREA. (LS)

ORD 0402R ED 013 146
KUVLESKY, WILLIAM P.; OHLENDORF, GEORGE W.
RACIAL DIFFERENCES IN THE EDUCATIONAL ORIENTATIONS OF RURAL YOUTH.

EDRS PRICE MF-$0.25 HC-$1.08
PUB DATE - MAR67 27P.

DESCRIPTORS - ACADEMIC ACHIEVEMENT; ASPIRATION; CAUCASIAN STUDENTS; *CONCEPTUAL SCHEMES; *EVALUATION; FACILITIES; HIGH SCHOOL STUDENTS; LIVING STANDARDS; LOW INCOME COUNTIES; NEGRO YOUTH; *RACIAL DIFFERENCES; *RURAL YOUTH; *SCHOOL ORIENTATION

ABSTRACT - THIS PAPER PRESENTED AT THE ANNUAL MEETING OF THE SOUTHWESTERN SOCIOLOGICAL ASSOCIATION WAS CONCERNED WITH THE EVALUATION OF A CONCEPTUAL SCHEME DESIGNED TO STUDY SCHOOL ORIENTATION OF YOUTH AND PARTICULARLY RACIAL DIFFERENCES IN SCHOOL ORIENTATION OF RURAL YOUTH. HIGH SCHOOL SOPHOMORES RESIDING IN SELECTED LOW INCOME COUNTIES OF TEXAS WERE STUDIED. RURAL NEGRO YOUTH WERE FOUND TO BE MORE ORIENTED TOWARD ATTAINING HIGHER ACADEMIC ACHIEVEMENT THAN RURAL CAUCASIAN STUDENTS. BOTH NEGRO BOYS AND GIRLS HAD HIGHER EDUCATIONAL ASPIRATIONS AND EXPECTATIONS THAN CAUCASIAN BOYS AND GIRLS. MUCH LARGER PROPORTIONS OF THE NEGROES DESIRED AND EXPECTED TO DO GRADUATE WORK, WHILE LARGER PROPORTIONS OF THE CAUCASIANS DESIRED AND EXPECTED TO TERMINATE THEIR EDUCATION AFTER GRADUATING FROM HIGH SCHOOL. NEGRO YOUTH WERE MORE LIKELY TO EXPERIENCE DIVERGENCE BETWEEN THEIR ASPIRATIONS AND EXPECTATIONS. INTENSITY OF ASPIRATION WAS STRONG AND CERTAINTY OF EXPECTATION RELATIVELY HIGH FOR BOTH NEGRO AND CAUCASIAN BOYS. IMPLICATIONS FROM THIS STUDY SUGGEST THAT NEGRO YOUTH ARE ATTEMPTING TO IMPROVE THEIR CONDITIONS BY ATTAINING A HIGHER ACADEMIC ACHIEVEMENT AND BETTER EDUCATIONAL FACILITIES NEED TO BE PROVIDED. THE PAPER CONCLUDES THAT THE CONCEPTUAL SCHEME USED IN THIS STUDY IS FRUITFUL FOR THE STUDY OF SCHOOL ORIENTATION OF YOUTH. (JS).

ORD 0403R ED 010 273
SLOCUM, WALTER L.
EDUCATIONAL ASPIRATIONS OF FARM BOYS AND GIRLS.

WASHINGTON STATE UNIV., PULLMAN. COLL. OF AGRICULTURE.
EDRS PRICE MF-$0.36 HC-$9.20
OEC-4-10-036 24
BR-5-0376; CRP-2055
PUB DATE - OCT66 230P.

DESCRIPTORS - *ASPIRATION; *HIGH SCHOOL STUDENTS; INTERVIEWS; *OCCUPATIONAL CHOICE; PARENTAL ASPIRATION; QUESTIONNAIRES; *RURAL URBAN DIFFERENCES; *RURAL YOUTH
IDENTIFIERS - PULLMAN; WASHINGTON

ABSTRACT - THE EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS OF RURAL HIGH SCHOOL STUDENTS WERE STUDIED IN RELATION TO SOCIAL, CULTURAL, AND ECONOMIC FACTORS. QUESTIONNAIRES WERE ADMINISTERED TO AND COMPLETED BY 3,535 RURAL HIGH SCHOOL STUDENTS. SUPPLEMENTAL INFORMATION WAS GATHERED BY PERSONAL INTERVIEWS WITH 992 STUDENTS. COUNSELORS, ADMINISTRATORS, AND TEACHERS RATED A SAMPLE OF 400 STUDENTS ON ACADEMIC ABILITY AND OCCUPATIONAL SUITABILITY. PARENTS PROVIDED INFORMATION ON INCOME, EDUCATIONAL VALUES, AND ASPIRATIONS. CONTRARY TO EXPECTATION, THE STUDY DID NOT CONFIRM PREVIOUS FINDINGS CONCERNING THE ASPIRATIONS OF FARM BOYS AND GIRLS. MORE FARM BOYS THAN NONFARM BOYS ASPIRE TO ATTEND COLLEGE, BUT THE ASPIRATIONS ARE UNREALISTIC IN THE LIGHT OF COLLEGE EXPENSE AND THE INFLUENCE OF HIGH SCHOOL GRADES ON COLLEGE SUCCESS. (RS)

ORD 0404R ED 015 042
SEVERINSEN, K. NORMAN
VOCATIONAL-EDUCATIONAL INFORMATION WORKSHOP FOR RURAL GUIDANCE WORKERS (WESTERN ILLINOIS UNIVERSITY, AUGUST 15-26, 1966).

WESTERN ILLINOIS UNIV., MACOMB.
EDRS PRICE MF-$0.50 HC-$4.16
OE
BR-6-2208
PUB DATE - JUN67 102P.

DESCRIPTORS - CAREERS; *COUNSELORS; *INSERVICE COURSES; OCCUPATIONAL GUIDANCE; RURAL AREAS; RURAL SCHOOLS; *RURAL YOUTH; VOCATIONAL COUNSELING; *VOCATIONAL EDUCATION; VOCATIONAL INTERESTS; WORKSHOPS

ABSTRACT - A TWO-WEEK WORKSHOP IN EDUCATIONAL-VOCATIONAL INFORMATION FOR TWENTY RURAL GUIDANCE WORKERS WAS CONDUCTED IN AUGUST, 1966. THE OBJECTIVES OF THIS PROJECT WERE TO UP-DATE COUNSELORS CONCERNING OCCUPATIONAL INFORMATION AND TO DEVELOP NEW APPROACHES FOR DISSEMINATING VOCATIONAL INFORMATION. DURING THE COURSE OF THE WORKSHOP, THE CAREER AND VOCATIONAL KNOWLEDGE TEST (CVKT) AND A CAREER QUESTIONNAIRE WERE DEVELOPED FOR THE PURPOSE OF DETERMINING THE EFFECTIVENESS OF THE TWENTY PARTICIPANTS WITHIN THEIR RESPECTIVE SCHOOLS. TWO RURAL SCHOOLS WHOSE COUNSELORS DID NOT ATTEND THE WORKSHOP WERE SELECTED AND THE STUDENTS OF THESE SCHOOLS WERE UTILIZED AS A CONTROL GROUP. INCREASED EFFORTS WERE MADE TO PROVIDE ADDITIONAL VOCATIONAL INFORMATION FOR THE EXPERIMENTAL GROUP, WHOSE COUNSELORS ATTENDED THE WORKSHOP. BOTH THE CONTROL AND EXPERIMENTAL GROUPS WERE TESTED IN THE SAME MANNER AND AT THE SAME TIME OF YEAR. THE EXPERIMENTAL GROUP SHOWED SIGNIFICANT GAINS ON THE CVKT OVER THEIR COUNTERPARTS IN THE CONTROL SCHOOLS, WHEREAS FEW DIFFERENCES WERE NOTED FROM ADMINISTRATION OF THE CAREER QUESTIONNAIRE. IN SUBJECTIVE EVALUATIONS MADE BY THE TWENTY COUNSELORS, THERE WAS GENERAL AGREEMENT THAT THIS APPROACH TO IN-SERVICE EDUCATION WAS VALUABLE. (ES)

ORD 0405 ED 012 756
DRABICK, LAWRENCE W.
OCCUPATIONAL AND EDUCATIONAL PLANS OF VOCATIONAL AGRICULTURE STUDENTS IN NORTH CAROLINA--A COMPARISON WITH OTHER STUDENTS.

NORTH CAROLINA UNIV., RALEIGH. N.C. STATE UNIV.
EDRS PRICE MF-$0.50 HC-$2.56
EDUC-RES-SER-1-1963
PUB DATE - AUG63 64P.

DESCRIPTORS - ACADEMIC ACHIEVEMENT; *ASPIRATION; COLLEGE ATTENDANCE; COMPARATIVE ANALYSIS; EDUCATIONAL PLANNING; GRADE 12; HIGH SCHOOL STUDENTS; INTELLIGENCE DIFFERENCES; MALES; MARRIAGE; MIGRATION; *OCCUPATIONAL CHOICE; OCCUPATIONAL GUIDANCE; PARENTAL BACKGROUND; PARENT ATTITUDES; RACIAL DIFFERENCES; RURAL URBAN DIFFERENCES; SIBLINGS; SOCIOECONOMIC BACKGROUND; *STUDENT CHARACTERISTICS; *SURVEYS; *VOCATIONAL AGRICULTURE; VOCATIONAL INTERESTS
IDENTIFIERS - NORTH CAROLINA; RALEIGH

ABSTRACT - THREE FACETS OF THE VOCATIONAL AGRICULTURE STUDENT WERE STUDIED--(1) HIS EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS, (2) THE RELATIONSHIP OF HIS PLANS TO SOCIAL AND ECONOMIC FACTORS, AND (3) THE DIFFERENCES BETWEEN HIS PLANS AND THE PLANS OF OTHER STUDENTS. THE SAMPLE CONSISTED OF ALL MALE SENIOR STUDENTS IN 11 NEGRO AND 12 WHITE HIGH SCHOOLS REPRESENTING NONMETROPOLITAN ECONOMIC AREAS. THE INTERVIEW SCHEDULE WAS BASED ON QUESTIONS PROBING EDUCATIONAL AND OCCUPATIONAL EXPECTATIONS AND ASPIRATIONS AND THE STUDENT'S BACKGROUND. DATA FOR WHITE AND NEGRO STUDENTS WERE SEPARATED INTO SECTIONS, AND VOCATIONAL AGRICULTURE STUDENTS WERE COMPARED WITH OTHER STUDENTS IN EACH GROUP. BOTH WHITE AND NEGRO VOCATIONAL AGRICULTURE STUDENTS ASPIRED TO OCCUPATIONS OF LESS PRESTIGE AND TO LOWER EDUCATIONAL LEVELS THAN OTHER STUDENTS. THE VOCATIONAL AGRICULTURE STUDENTS WERE FOUND DISPROPORTIONATELY IN THE LOWER INTELLIGENCE RANGES AND RELATED TO THE LOWER ASPIRATIONS. FEWER DIFFERENCES EXISTED BETWEEN VOCATIONAL AGRICULTURE AND OTHER STUDENTS WITHIN GROUPS. BOTH VOCATIONAL AGRICULTURE AND OTHER STUDENTS ASPIRED TO OCCUPATIONAL AND EDUCATIONAL LEVELS HIGHER THAN THEIR FATHERS AND VIEWED EDUCATION AS A MEANS OF REACHING HIGHER GOALS. (JM)

ORD 0406R ED 012 743
SPERRY, IRWIN V. , AND OTHERS
EDUCATIONAL AND VOCATIONAL GOALS OF RURAL YOUTH IN THE SOUTH.

NORTH CAROLINA UNIV., RALEIGH. N.C. STATE UNIV. AGRICULTURAL EXPERIMENT STATION.
EDRS PRICE MF-$0.25 HC-$1.44
SOUTHERN-COOP-BULL-107
PUB DATE - SEP65 36P.

DESCRIPTORS - BACKGROUND; *EDUCATIONAL ATTITUDES; GRADE 9; GRADE 10; *HIGH SCHOOL STUDENTS; *PARENT ATTITUDES; *RURAL YOUTH; SEX (CHARACTERISTICS); SOUTHERN STATES; *VOCATIONAL INTERESTS; YOUTH CLUBS
IDENTIFIERS - KENTUCKY; NORTH CAROLINA; RALEIGH; SOUTHERN REGIONAL COMMITTEE FOR FAMILY LIFE; TENNESSEE; VIRGINIA

ABSTRACT - THE OBJECTIVES OF THE STUDY WERE TO--(1) COMPARE EDUCATIONAL GOALS OF RURAL YOUTH AND THEIR PARENTS AND (2) DETERMINE THE RELATIONSHIPS OF THE SIMILARITIES AND DIFFERENCES TO SUCH FACTORS AS GEOGRAPHIC AREA, STATE, SEX, LEVEL OF LIVING, RESIDENCE, FAMILY SIZE, AND CLUB MEMBERSHIP. A SURVEY SAMPLE, SELECTED FROM AN EQUIPARTITIONED UNIVERSE CHARACTERIZED BY RURAL RESIDENCE AND SCHOOL SIZE, INCLUDED SIX NINTH-AND 10TH-GRADE CHILDREN FROM EACH OF 48 SUBGROUPS IN KENTUCKY, NORTH CAROLINA, TENNESSEE, AND VIRGINIA. QUESTIONNAIRES AND INTEREST INVENTORIES WERE ADMINISTERED. BOYS PREFERRED OUTDOOR, MECHANICAL, COMPUTATIONAL, SCIENTIFIC, AND PERSUASIVE ACTIVITIES, WHILE GIRLS PREFERRED ARTISTIC, LITERARY, SOCIAL SERVICE, MUSICAL, AND CLERICAL ACTIVITIES. MOTHERS ENCOURAGED CONTINUANCE OF EDUCATION MORE STRONGLY THAN FATHERS. NO DIFFERENCES IN EDUCATIONAL AND VOCATIONAL PLANS WERE FOUND BETWEEN MEMBERS AND NONMEMBERS OF 4-H CLUBS, FUTURE HOMEMAKERS OF AMERICA, AND FUTURE FARMERS OF AMERICA. YOUTH'S EDUCATIONAL EXPECTATIONS INCREASED IN RELATION TO LEVEL OF LIVING BACKGROUND. (JM)

ORD 0407R ED 019 169
SEWELL, WILLIAM H.
THE EDUCATIONAL AND OCCUPATIONAL PERSPECTIVES OF RURAL YOUTH.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH,

WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$1.32
PUB DATE - SEP63 31P.

DESCRIPTORS - ACADEMIC ACHIEVEMENT; ASPIRATION; COLLEGE BUILDINGS; COMMUNITY ATTITUDES; EDUCATIONAL GUIDANCE; *EDUCATIONAL PLANNING; GUIDANCE PROGRAMS; INTELLIGENCE; *OCCUPATIONAL CHOICE; OCCUPATIONAL GUIDANCE; RESEARCH PROJECTS; RURAL SCHOOLS; *RURAL URBAN DIFFERENCES; *RURAL YOUTH; SCHOOL ATTITUDES; SOCIOECONOMIC STATUS; SUPERIOR STUDENTS; TALENT IDENTIFICATION
IDENTIFIERS - PUBLIC HEALTH SERVICE; ROCKEFELLER FOUNDATION; *STUDENT ASPIRATION; URBAN YOUTH WISCONSIN

ABSTRACT - THE PURPOSE OF THIS PAPER IS TO PRESENT A SUMMARY OF PRESENT KNOWLEDGE CONCERNING RURAL AND URBAN DIFFERENCES IN STUDENT ASPIRATION AND OCCUPATIONAL CHOICE OF YOUTH. THE PAPER RELIED HEAVILY ON DATA OBTAINED IN A WISCONSIN RESEARCH PROJECT FINANCED BY THE ROCKEFELLER FOUNDATION AND THE U.S. PUBLIC HEALTH SERVICE. OTHER STUDIES MENTIONED INDICATED THAT THE EDUCATIONAL PLANNING AND ASPIRATIONS OF RURAL YOUTH WERE GENERALLY LOWER THAN THOSE OF URBAN YOUTH. THE WISCONSIN DATA CONFIRMED PREVIOUS EDUCATIONAL PLANNING STUDIES AND ALSO INDICATED THAT THE OCCUPATIONAL CHOICE OF YOUTH WAS RELATED TO PLACE OF RESIDENCE. FACTORS CITED FOR THESE DIFFERENCES INCLUDED THE SOCIOECONOMIC STATUS AND ACADEMIC ACHIEVEMENT OF THE HOME, SCHOOL AND COMMUNITY ATTITUDES, AND MEASURED INTELLIGENCE. SUGGESTIONS FOR IMPROVEMENT INCLUDED INCREASED QUALITY OF RURAL SCHOOLS, BETTER EDUCATIONAL AND OCCUPATIONAL GUIDANCE IN THE RURAL SCHOOLS, ESTABLISHMENT OF PARENTAL GUIDANCE PROGRAMS, EARLY TALENT IDENTIFICATION OF SUPERIOR STUDENTS, AND INCREASED AVAILABILITY OF COLLEGE FACILITIES. (JS)

ORD 0408 ED 048 958
HENDERSON, GEORGE, ED.
AMERICA'S OTHER CHILDREN; PUBLIC SCHOOLS OUTSIDE SUBURBIA.

DOCUMENT NOT AVAILABLE FROM EDRS.
UNIVERSITY OF OKLAHOMA PRESS, PUBLISHING DIVISION, UNIVERSITY OF OKLAHOMA, 1005 ASP AVENUE, NORMAN, OKLAHOMA 73069 ($8.95)
PUB DATE - 71 430P.

DESCRIPTORS - *AMERICAN INDIANS; ANGLO AMERICANS; CURRICULUM; DEMOGRAPHY; *DISADVANTAGED YOUTH; *EDUCATION; *MEXICAN AMERICANS; MIGRANT CHILDREN; NEGROES; RACIAL INTEGRATION; RELOCATION; *RURAL YOUTH; SCHOOLS; SELF CONCEPT; TEACHER EDUCATION; TEACHING TECHNIQUES; URBAN AREAS

ABSTRACT - GEARED PARTICULARLY FOR STUDENTS WHO WILL NEVER TEACH IN AN URBAN COMMUNITY, AS WELL AS FOR THOSE WHO WILL TEACH IN THE URBAN SCHOOLS AFFECTED BY THE INFLUX OF MIGRANTS FROM RURAL AREAS, THE DOCUMENT DESCRIBES THE EFFECTS OF URBANIZATION ON RURAL COMMUNITIES AND THEIR INSTITUTIONS, ESPECIALLY THE FAMILY AND THE SCHOOL. AMONG THE RURAL MINORITIES DISCUSSED IN THE 50 ARTICLES IN THE DOCUMENT ARE MEXICAN AMERICAN, POOR WHITE, AMERICAN INDIAN, AND NEGRO CHILDREN, AND CHILDREN OF MIGRANT FARM WORKERS. SINCE TEACHERS OF THESE YOUTH ARE SAID TO HAVE A MAJOR EFFECT UPON THEIR SUCCESS OR FAILURE, IT IS POINTED OUT THAT EFFECTIVE TEACHERS MUST REALIZE THAT THEY CANNOT OVERLOOK STUDENT BACKGROUNDS, NEEDS, AND PROBLEMS BECAUSE THESE FACTORS AFFECT STUDENT ABILITY TO PROFIT FROM SCHOOL EXPERIENCES. IT IS BELIEVED THAT TEACHERS WHO ARE INSENSITIVE TO THESE FACTORS CAN WEAKEN A CHILD'S CONFIDENCE, INCREASE HIS FRUSTRATION, AND MAKE HIS SCHOOL ADJUSTMENT DIFFICULT. THE TABLE OF CONTENTS CARRIES THE FOLLOWING MAJOR HEADINGS: (1) THE RURAL POOR, (2) THE EDUCATIONAL CHALLENGE, (3) QUALITY EDUCATION IS PEOPLE, (4) STRATEGIES AND INNOVATIONS, (5) RACIAL INTEGRATION IN THE PUBLIC SCHOOLS, AND (6) IF WE FAIL. (EL)

ORD 0409 ED 037 400
HEATH, ROBERT W.; ROY, LARNDERS
INTERVIEWS WITH SEVEN BLACK HIGH SCHOOL STUDENTS. RESEARCH AND DEVELOPMENT MEMORANDUM NO. 59.

STANFORD UNIV., CALIF. STANFORD CENTER FOR RESEARCH AND DEVELOPMENT IN TEACHING.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$0.50 HC-$3.20
24
PUB DATE - DEC 69 62P.

DESCRIPTORS - HIGH SCHOOL STUDENTS; *INTEGRATION EFFECTS; *NEGRO ATTITUDES; *NEGRO STUDENTS; RACE RELATIONS; *SCHOOL INTEGRATION; STUDENT ATTITUDES; *STUDENT SCHOOL RELATIONSHIP

ABSTRACT - THIS DOCUMENT CONTAINS TRANSCRIBED INTERVIEWS WITH SEVEN BLACK HIGH SCHOOL STUDENTS MADE IN SPRING AND SUMMER 1969 AS PART OF A LARGER STUDY OF AN EDUCATIONAL COMMUNITY ORGANIZATION PROGRAM. THEY ARE PRESENTED HERE BECAUSE IT IS FELT THE FEELINGS AND ATTITUDES EXPRESSED ARE OFTEN OVERLOOKED AS VARIOUS GROUPS OF ADULTS ATTEMPT TO RESOLVE ISSUES OF EDUCATIONAL POLICY. THE STUDENTS ARE ENCOURAGED TO DISCUSS THEIR FEELINGS ABOUT THE SCHOOL THEY ATTEND INCLUDING SUCH THINGS AS ITS PROBLEMS AND THEIRS, CLASSES, TEACHERS, STUDENT AND TEACHER RELATIONS AND ATTITUDES, ETC. THE STUDENTS ATTEND THREE DIFFERENT SCHOOLS WHICH ARE CLOSE TOGETHER: (1) ONE 90 PERCENT BLACK WHICH HAS EXPERIENCED RECENT EDUCATIONAL DISRUPTIONS RESULTING IN THE TEMPORARY CLOSING OF THE SCHOOL; (2) ONE 85 PERCENT WHITE WHICH HAS BEEN EXPERIENCING UNRESOLVED PROBLEMS SINCE ITS INTEGRATION 3 YEARS AGO; AND (3) ONE 90 PERCENT WHITE IN WHICH NO MAJOR CRISIS SITUATION DEVELOPED AS A RESULT OF ACCEPTING BLACK TRANSFER STUDENTS. THE STUDENTS INTERVIEWED ARE A 16-YEAR-OLD FEMALE SOPHOMORE, A 17-YEAR-OLD FEMALE JUNIOR, TWO 15-YEAR-OLD MALE SOPHOMORES, AND THREE 17-YEAR-OLD MALE JUNIORS. (JS)

ORD 05211
NICHOLS; ADAMS
THE AMERICAN INDIAN: PAST AND PRESENT.

PUB DATE - 71 XEROX COLLEGE PUBLISHING, WALTHAM, MASS.

DESCRIPTORS - *AMERICAN INDIAN CULTURE; *URBAN IMMIGRATION; URBAN CULTURE; HISTORY; *AMERICAN INDIANS; CULTURE CONFLICT

ABSTRACT - RELOCATION CENTERS HAVE BEEN ESTABLISHED BY THE GOVERNMENT IN MAJOR METROPOLITAN CENTERS IN AN ATTEMPT TO RELIEVE THE OVER-POPULATION ON THE RESERVATIONS AND BRING THE INDIAN INTO THE MAINSTREAM OF THE AMERICAN SOCIETY. THIS PLAN, HOWEVER, OVERLOOKS THE FACT THAT INDIANS FROM TRIBAL, FOLK-CENTERED CULTURES BROUGHT DIFFERENT VALUES TO URBAN SOCIETY THAN DID MOST GROUPS MOVING INTO THE CITIES. MANY INDIANS ARE UNABLE TO ADJUST TO THEIR SURROUNDINGS. AS A RESULT, SOME 35 PERCENT RETURN TO THE RESERVATIONS. THE AUTHOR CONCLUDES THAT ONLY WHEN RED MEN HAVE MORE EXPERIENCE IN SOLVING THEIR OWN PROBLEMS BEFORE LEAVING THE RESERVATION, WILL THEY GAIN THE CONFIDENCE NEEDED TO SUCCEED IN THE CITY. THE MAJORITY OF THIS BOOK IS DEVOTED TO A HISTORICAL STUDY OF THE AMERICAN INDIAN. (DP)

ORD 0522R ED 012 649
JENKINS, RICHARD L.
INCIDENCE OF EMOTIONAL DISTURBANCE AND MENTAL ILLNESS AMONG RURAL CHILDREN AND YOUTH.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH, WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$0.48
PUB DATE - SEP63 12P.

DESCRIPTORS - ANXIETY; *CHILDREN; COMMUNITY RESPONSIBILITY; *EMOTIONALLY DISTURBED; FAMILY (SOCIOLOGICAL UNIT); MENTAL HEALTH; MENTAL HEALTH CLINICS; *MENTAL ILLNESS; MINIMALLY BRAIN INJURED; PARENT EDUCATION; PARENT RESPONSIBILITY; RURAL EDUCATION; *RURAL YOUTH; SOCIALLY DEVIANT BEHAVIOR; *VOCATIONAL EDUCATION; WITHDRAWAL TENDENCIES (PSYCHOLOGY)
IDENTIFIERS - DISTRICT OF COLUMBIA

ABSTRACT - THE INCIDENCE OF EMOTIONAL DISTURBANCE OR MENTAL ILLNESS APPEARS TO BE LOW IN RURAL YOUTH, AND EVEN LOWER IN RURAL CHILDREN. TYPES OF EMOTIONALLY DISTURBED CHILDREN AND YOUTH ARE THE BRAIN DAMAGED, THE OVERANXIOUS, THE WITHDRAWN, THE UNDOMESTICATED, THE REBELLIOUS, AND THE SOCIALIZED DELINQUENT. THE PAPER STATES THAT TO IMPROVE THE MENTAL HEALTH OF THESE GROUPS, IT WILL BE NECESSARY TO REDUCE THE EDUCATIONAL ISOLATION, IMPROVE THE MATERNITY CARE, ESTABLISH MENTAL HEALTH CLINICS, EDUCATE PARENTS ABOUT MENTAL HEALTH, MAKE COMMUNITIES RESPONSIBLE FOR IRRESPONSIBLE FAMILIES, AND INCREASE THE INSTRUCTION OF MANUAL AND VOCATIONAL SKILLS IN SCHOOL PROGRAMS. (JS)

ORD 0523M ED 013 164
FORBES, JACK D.
MEXICAN-AMERICANS, A HANDBOOK FOR EDUCATORS.

FAR WEST LAB. FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, BERKELEY, CALIF.
EDRS PRICE MF-$0.25 HC-$1.64
PUB DATE - 67 41P.

DESCRIPTORS - *ACCULTURATION; ADMINISTRATIVE PERSONNEL; AGRICULTURE; ANGLO AMERICANS; ART ACTIVITIES; AUDIOVISUAL AIDS; BACKGROUND; COMMUNITY; *CULTURAL FACTORS; ELEMENTARY SCHOOLS; EXPERIENCE; HOMEMAKING SKILLS; INDUSTRIALIZATION; INFORMATION DISSEMINATION; INSTRUCTIONAL MATERIALS; INTELLECTUAL DEVELOPMENT; *MEXICAN AMERICAN HISTORY; *MEXICAN AMERICANS; POLITICAL ATTITUDES; *SCHOOLS; SECONDARY SCHOOLS; SKILLS; STUDENTS; TEACHERS; TRANSFER OF TRAINING; WORK EXPERIENCE; YOUTH

ABSTRACT - APPROXIMATELY FIVE MILLION PERSONS OF MEXICAN ANCESTRY RESIDE IN THE STATES OF CALIFORNIA, ARIZONA, NEW MEXICO, TEXAS, AND COLORADO. A LARGE NUMBER HAVE ALSO MADE HOMES IN THE GREATER CHICAGO AREA AND IN OTHER INDUSTRIAL CENTERS. MEXICAN AMERICANS HAVE PLAYED A VITAL ROLE IN THE INDUSTRIAL, AGRICULTURAL, ARTISTIC, INTELLECTUAL, AND POLITICAL LIFE OF THE SOUTHWEST. FOR THOUSANDS OF YEARS MEXICO HAS BEEN A CENTER FOR THE DISSEMINATION OF CULTURAL FACTORS AND THE MEXICAN AMERICAN PEOPLE OF THE UNITED STATES HAVE SERVED AS A CULTURAL BRIDGE FOR THE DIFFUSION NORTHWARD. THE MEXICAN AMERICAN COMMUNITY IS DESCRIBED AS BEING PROUD OF ITS MEXICAN BACKGROUND AND IS EXPERIENCING DIFFICULTY IN ACCULTURATION. MEXICAN AMERICAN YOUTH OFTEN MAKE VALUABLE CONTRIBUTIONS TO THE SCHOOLS BY BRINGING A VARIED BACKGROUND OF EXPERIENCES AND SKILLS, BILINGUALISM, CULTURAL FACTORS, HOMEMAKING SKILLS, AND PRACTICAL WORK EXPERIENCE. SIXTEEN SUGGESTIONS ARE PRESENTED TO TEACHERS AND ADMINISTRATORS THAT WOULD HELP PROVIDE TRANSFER OF TRAINING FOR ALL STUDENTS INTO A MIXED ANGLO MEXICAN CULTURE. THE PUBLICATION CONCLUDES WITH A LISTING OF SUPPLEMENTARY AUDIOVISUAL AIDS AND INSTRUCTIONAL MATERIALS WHICH ARE AVAILABLE FOR CLASSROOM USE AT BOTH THE ELEMENTARY AND SECONDARY SCHOOL LEVEL. (JS)

ORD 0524 ED 018 287
AURBACH, HERBERT A.
NATIONAL RESEARCH CONFERENCE ON AMERICAN INDIAN EDUCATION. FINAL REPORT.

SOCIETY FOR THE STUDY OF SOCIAL PROBLEMS, KALAMAZOO, MICH.
EDRS PRICE MF-$0.25 HC-$2.36
OEC-3-7-070784-3094 24
BR-7-0784
PUB DATE - MAR68 57P.

DESCRIPTORS - *AMERICAN INDIANS; CHILDREN; CONFERENCES; COORDINATION; *EDUCATION; EDUCATIONAL POLICY; EDUCATIONAL PROGRAMS; EVALUATION; *GUIDELINES; HISTORICAL REVIEWS; INTELLIGENCE TESTS; LEADERSHIP; PLANNING; PSYCHOLOGICAL TESTS; RESEARCH; *RESEARCH PROJECTS; *SURVEYS; TESTING
IDENTIFIERS - HEW

ABSTRACT - A CONFERENCE WAS HELD FOR THE PURPOSE OF ESTABLISHING GUIDELINES FOR A STATUS SURVEY AND RESEARCH PROJECT IN AMERICAN INDIAN EDUCATION. THREE BACKGROUND PAPERS WERE PRESENTED WHICH PROVIDED AN

HISTORICAL REVIEW OF PREVIOUS RESEARCH IN INDIAN EDUCATION, ANALYZED CURRENT RESEARCH, AND CONSIDERED CURRENT ACTION PROGRAMS. PANELISTS DISCUSSED THE KINDS OF RESEARCH NEEDED AND CONFERENCE PARTICIPANTS MADE THE FOLLOWING RECOMMENDATIONS--(1) A NATIONAL RESEARCH PROJECT ON INDIAN EDUCATION IS NEEDED IN WHICH INDIAN LEADERSHIP WOULD BE A PREREQUISITE, (2) SUCH A RESEARCH PROJECT SHOULD BE MULTI-DISCIPLINARY IN ITS APPROACH, (3) INDISCRIMINATE INTELLIGENCE AND PSYCHOLOGICAL TESTING OF INDIAN CHILDREN SHOULD BE AVOIDED, (4) EVALUATION AND SAMPLING PROCEDURES SHOULD PROVIDE FOR IN-DEPTH STUDY AND AN ADEQUATE CROSS-SECTION OF INDIAN CHILDREN, (5) THE OVERALL PLANNING, DIRECTION, AND COORDINATION SHOULD BE LOCATED IN A SINGLE RESEARCH ORGANIZATION, (6) INDIAN RESEARCHERS SHOULD BE TRAINED AND USED IN THE OPERATIONS OF THE RESEARCH PROJECT, AND (7) RESEARCH RESULTS SHOULD BE MADE AVAILABLE TO THE INDIAN LEADERSHIP IN ORDER TO DEVELOP EDUCATIONAL POLICIES AND ESTABLISH EDUCATIONAL PROGRAMS. (JS)

ORD 0525M ED 015 802
MOORE, JOAN W. , AND OTHERS
MEXICAN-AMERICAN STUDY PROJECT. ADVANCE REPORT 4, RESIDENTIAL SEGREGATION IN THE URBAN SOUTHWEST.

CALIFORNIA UNIV., LOS ANGELES. GRADUATE SCHOOL OF BUSINESS ADMINISTRATION.
EDRS PRICE MF-$0.50 HC-$3.04
AR-4
PUB DATE - JUN66 74P.

DESCRIPTORS - CULTURAL FACTORS; *DEMOGRAPHY; ECONOMIC FACTORS; *MEXICAN AMERICANS; NEGROES; *RACIAL SEGREGATION; *RESIDENTIAL PATTERNS; SOCIAL INFLUENCES; STATISTICAL ANALYSIS; URBAN AREAS
IDENTIFIERS - MEXICAN AMERICAN STUDY PROJ

ABSTRACT - THIS ADVANCE REPORT PRESENTS A STATISTICAL ANALYSIS OF THE DEGREE OF RESIDENTIAL SEGREGATION OF THE MEXICAN-AMERICAN AND NEGRO SUBPOPULATIONS FROM THE ANGLO SUBPOPULATIONS IN URBAN AREAS. ALL OF THE DATA WERE DRAWN FROM THE 1950 AND 1960 CENSUSES OF POPULATION AND HOUSING. FACTORS STUDIED INCLUDE URBANIZATION PATTERNS AND ORIGINS OF MEXICAN-AMERICAN GHETTOS, SEGREGATION PATTERNS, AND A STATISTICAL ANALYSIS OF URBAN DEMOGRAPHY. IT WAS CONCLUDED THAT THE DEGREE OF RESIDENTIAL SEGREGATION IS IN PART DUE TO RELATIVE ECONOMIC STATUS, AND THAT MEXICAN-AMERICANS ARE LESS SEGREGATED THAN NEGROES. A DETAILED DESCRIPTION OF EXPERIMENTAL VARIABLES IS INCLUDED. THIS REPORT IS ALSO AVAILABLE FROM THE DIVISION OF RESEARCH, GRADUATE SCHOOL OF BUSINESS ADMINISTRATION, UNIVERSITY OF CALIFORNIA, LOS ANGELES, CALIFORNIA 90024, FOR $2.00. (JM)

ORD 0526
STROM, ROBERT D., ED.
THE INNER-CITY CLASSROOM: TEACHER BEHAVIORS.

PUB DATE - 66 CHARLES MERRILL BOOKS, INC., COLUMBUS, OHIO

DESCRIPTORS - *URBAN EDUCATION; *TEACHER CHARACTERISTICS; CREATIVE DEVELOPMENT; *STUDENT CHARACTERISTICS; *DISADVANTAGED YOUTH; MOTIVATION TECHNIQUES; DISCIPLINE; PARENT SCHOOL RELATIONSHIP; TEACHING TECHNIQUES; INNER CITY; TEACHER ATTITUDES; *TEACHER BEHAVIOR; ENVIRONMENTAL INFLUENCES

ABSTRACT - TEN AUTHORS CONTRIBUTED TO THIS BOOK WHICH FOCUSES UPON THE EXTENSIVE CHANGES THAT ARE DEVELOPING WITHIN OUR URBAN AREAS. IT IS WRITTEN FOR THOSE CONFRONTED WITH DEMANDS FOR SOUND AND RAPID IMPROVEMENT OF OUR INNER-CITY SCHOOLS, AND CONCENTRATES ON THE MODIFICATION OF EDUCATIONAL PRACTICES WHICH WILL BE NECESSARY TO ACHIEVE THE DESIRED OBJECTIVES. TEACHERS CAN ENHANCE THEIR ROLE BY AN IMPROVED UNDERSTANDING OF THE PUPIL AUDIENCE WHOM THEY SERVE AND THE APPROPRIATE LEARNING PATTERNS FOR THESE CHILDREN. WHETHER ONE WILL EXPERIENCE FRUSTRATION OR SUCCESS UPON ENCOUNTERING CHILDREN OF THE INNER CITY DEPENDS A GREAT DEAL UPON THE TEACHERS ASPIRATIONS AND ATTITUDES. THE DIFFERENCES SEPARATING AN INNER-CITY HOME FROM THE SCHOOL ITS CHILDREN ATTEND ARE REFLECTED IN PUPIL BEHAVIOR AND PERFORMANCE AS GAPS OF KNOWLEDGE, SKILLS, AND VALUES. THE VALUE GAP OFTEN BECOMES A SUBJECT OF HOME-SCHOOL CONTROVERSY AND SOMETIMES OPEN COMPETITION BETWEEN THE TWO INSTITUTIONS. IMPEDIMENTS TO CREATIVITY INCLUDE OVEREMPHASIS OF SUCCESS, PEER PRESSURES FOR CONFORMITY, NEGATIVE TEACHER RESPONSE TO DIVERGENCY, AND A MISPLACED EMPHASIS ON SEX ROLES. OTHER TOPICS OF DISCUSSION INCLUDE: IMPROVING PUPIL SELF-CONCEPT, DIMINISHING TEACHER PREJUDICE, MOTIVATING THE SLOW LEARNER, DISCIPLINE, AND REACHING THE PARENT. (DP)

ORD 0527
RODMAN, HYMAN
THE LOWER CLASS VALUE STRETCH.

SOCIAL FORCES; V42 PP208-214 1963
PUB DATE - 63

DESCRIPTORS - *SOCIAL VALUES; *PERSONAL VALUES; MIDDLE CLASS VALUES; LOWER CLASS PARENTS; *CULTURALLY DISADVANTAGED; SOCIALLY DISADVANTAGED

ABSTRACT - THE LOWER CLASS VALUE STRETCH IS USED BY CULTURALLY DISADVANTAGED PARENTS TO HELP BRIDGE THE GAP BETWEEN THE STATED VALUES OF THE LOW SOCIOECONOMIC GROUP AND THE VALUES THEIR ACTIONS WOULD APPEAR TO REVEAL. THE VALUE STRETCH MEANS THAT THE LOW SOCIOECONOMIC PERSON, WITHOUT ABANDONING THE GENERAL VALUES OF SOCIETY, DEVELOPS AN ALTERNATIVE SET OF VALUES. THUS, WHILE HOLDING TO THE VALUES OF THE DOMINANT SOCIETY, THE PERSON STRETCHES THESE VALUES SO THEY ARE MEANINGFUL TO THE REALITIES OF HIS LIVING CONDITIONS. WHILE RETAINING THE VALUES OF MARRIAGE AND LEGITIMATE CHILDBIRTH, THE LOW SOCIOECONOMIC PERSON STRETCHES THESE VALUES SO THAT A NON-LEGAL UNION AND ILLEGITIMATE CHILDREN ARE ALSO ACCEPTABLE. ONCE THE VALUE STRETCH HAS BEEN DEVELOPED, THE LOW SOCIOECONOMIC PERSON IS IN A POSITION

TO ADAPT TO HIS CIRCUMSTANCES BECAUSE HE HAS A WIDER RANGE OF VALUES WITH WHICH TO OPERATE. (DP)

ORD 0542
TUCKMAN, BRUCE
THE PSYCHOLOGY OF THE CULTURALLY DEPRIVED.

AMERICAN VOCATIONAL JOURNAL; V42 PP29-50 NOV 1967
PUB DATE - NOV67

DESCRIPTORS - CHILD PSYCHOLOGY; *CULTURALLY DISADVANTAGED; *DISADVANTAGED YOUTH; *BIOLOGICAL INFLUENCES; NEED GRATIFICATION; INTELLIGENCE LEVEL; LOW MOTIVATION; LEARNING MOTIVATION; *STUDENT ATTITUDES; *SELF ESTEEM; LEARNING CHARACTERISTICS; LEARNING PROCESSES

ABSTRACT - TO BE CULTURALLY DEPRIVED MEANS: (1) TO BE BIOLOGICALLY DEPRIVED AND--AS A RESULT OF THIS BIOLOGICAL DEPRIVATION AND HOME TRAINING FACTORS--TO BE UNABLE TO DELAY GRATIFICATION, (2) HAVING A REDUCED INTELLIGENCE AS A FUNCTION OF LESSER COGNITIVE, PERCEPTUAL, AND VERBAL SKILLS, (3) HAVING LITTLE ACHIEVEMENT MOTIVATION, (4) HAVING UNFAVORABLE ATTITUDES TOWARD SELF AND OTHERS, AND SOCIETY, WHICH MAY, IN TURN, RESULT IN DELINQUENT BEHAVIORS. CULTURAL DEPRIVATION PRODUCES INDIVIDUALS WHO LACK THE CAPABILITY OF LEARNING TO LEARN. LEARNING TO LEARN MEANS BEING ABLE TO DELAY GRATIFICATION; TO POSSESS THE COGNITIVE, PERCEPTUAL AND VERBAL SKILLS; TO HAVE APPROPRIATE VALUES; AND TO HAVE POSITIVE ATTITUDES TOWARD SELF AND ONE'S ENVIRONMENT. HAVING THE ABILITY OF LEARNING TO LEARN IS PSYCHOLOGICALLY SOUND AND, IN TURN, PROMOTES GOOD MENTAL HEALTH. HOWEVER, AS LONG AS YOUTH IN DEPRESSED AREAS ARE CULTURALLY DEPRIVED THEY WILL BE PSYCHOLOGICALLY INCAPABLE OF LEARNING TO LEARN WITHOUT HELP. TO HELP HIM IMPROVE HIS LOT, THE TEACHER CAN: (1) REDUCE THE DELAY IN REINFORCEMENT AS MUCH AS POSSIBLE, (2) REWARD PERFORMANCES WHICH ARE LESS THAN PERFECT BUT WHICH HAVE SOME MERIT, (3) WHEN IT IS NECESSARY TO CRITICIZE, KEEP IT OBJECTIVE, (4) TAKE A WARM, PERSONAL INTEREST IN THE STUDENT, (5) INVOLVE THE PARENTS AS MUCH AS POSSIBLE, AND (6) ASSIGN TASKS OF GRADED DIFFICULTY LEADING TO INDIVIDUAL SUCCESS. (DP)

ORD 0561R ED 015 805
DOUGLASS, JOSEPH H.
AN OVERVIEW OF RURAL YOUTH'S MENTAL HEALTH STATUS AND SERVICES.

EDRS PRICE MF-$0.25 HC-$0.92
PUB DATE - 23OCT67 21P.

DESCRIPTORS - ECONOMICALLY DISADVANTAGED; EDUCATIONALLY DISADVANTAGED; FEDERAL LEGISLATION; LOW INCOME; *MENTAL HEALTH; MENTAL HEALTH CLINICS; MENTAL HEALTH PROGRAMS; *NEEDS; *PSYCHIATRIC SERVICES; *RURAL AREAS; *RURAL YOUTH; SERVICES; SOCIOECONOMIC STATUS

ABSTRACT - ON A NATIONAL BASIS THE MENTAL HEALTH NEEDS OF THE TOTAL POPULATION ARE NOT BEING ADEQUATELY MET, AND THE RURAL SEGMENT (ESPECIALLY RURAL YOUTH) OF THE POPULATION FARES EVEN WORSE THAN ITS URBAN COUNTERPART. FACTORS CONTRIBUTING TO THIS INADEQUACY INCLUDE--(1) LOWER INCOME, (2) SPARSITY OF POPULATION, (3) LOWER EDUCATIONAL LEVELS, AND (4) THE HIGHER COST OF PROVIDING MENTAL HEALTH SERVICES IN RURAL AREAS. EVEN THOUGH OUTPATIENT CLINICS REPRESENT THE MAJOR MODEL FOR THE CARE AND TREATMENT OF THE MENTAL HEALTH NEEDS OF RURAL YOUTH, THE HARD DATA SHOW THAT THESE FACILITIES FREQUENTLY ARE UNAVAILABLE TO THOUSANDS OF RURAL YOUTH, AND WHEN AVAILABLE OFTEN PROVIDE ONLY MINIMAL LEVELS OF TREATMENT. TO COMBAT THESE DEFICIENCIES, THE CONGRESS ENACTED COMMUNITY MENTAL HEALTH LEGISLATION IN 1964. WHEN THE FULL RANGE AND COMPLEMENT OF SERVICES AND PROGRAMS ENVISAGED BY THIS LEGISLATION ARE OPERATIONAL, IT WILL BE POSSIBLE FOR RURAL YOUTH TO DERIVE OPTIMAL MENTAL HEALTH BENEFITS. THIS SPEECH WAS DELIVERED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U.S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

ORD 0563M ED 020 845
CUMMINS, EMERY J.; PALOMARES, UVALDO H.
ASSESSMENT OF RURAL MEXICAN-AMERICAN PUPILS, PRESCHOOL AND GRADES ONE THROUGH SIX, SAN YSIDRO, CALIFORNIA.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO.
EDRS PRICE MF-$0.25 HC-$1.72
OE7-150-4-68-1M
PUB DATE - APR68 41P.

DESCRIPTORS - *ACADEMIC ACHIEVEMENT; BILINGUAL STUDENTS; CURRICULUM EVALUATION; EDUCATIONAL METHODS; *ELEMENTARY GRADES; ENGLISH (SECOND LANGUAGE); INSERVICE TEACHER EDUCATION; INTELLIGENCE TESTS; KINDERGARTEN CHILDREN; MATURITY TESTS; MEASUREMENT; *MEXICAN AMERICANS; PERCEPTION TESTS; PERCEPTUAL MOTOR LEARNING; PERSONALITY TESTS; PRESCHOOL CHILDREN; PRESERVICE EDUCATION; READING TESTS; *RURAL AREAS; SOCIAL MATURITY; *TESTING
IDENTIFIERS - MEXICAN AMERICAN EDUC RES PROJ; SAN YSIDRO ELEM SCH DIST

ABSTRACT - MEXICAN-AMERICAN STUDENTS FROM 8 GRADE LEVELS WITHIN THE SAN YSIDRO, CALIFORNIA, ELEMENTARY SCHOOL DISTRICT WERE TESTED IN JUNE, 1967, AS PART OF AN EVALUATION OF THE RURAL MEXICAN-AMERICAN STUDENT POPULATION IN CALIFORNIA. ANALYSIS OF TEST RESULTS REVEALED THAT MEXICAN-AMERICAN STUDENTS FELL PROGRESSIVELY BEHIND IN PERCEPTUAL MOTOR DEVELOPMENT--A DEFICIT ATTRIBUTED TO BOTH HOME AND SCHOOL ENVIRONMENTS. LOW SELF-CONCEPT SCORES AND ABOVE-NORMAL SOCIAL MATURITY SCORES MAY HAVE REFLECTED THE DEMANDS OF 2 CULTURES ON THE MEXICAN-AMERICAN STUDENT. ACADEMIC ACHIEVEMENT PROGRESSIVELY DECLINED, POSSIBLY AS A RESULT OF THE DE-EMPHASIZING OF INDIVIDUALIZED INSTRUCTION AND THE ABSTRACTION DEMANDS MADE ON MEXICAN-AMERICAN STUDENTS BY MATERIALS GEARED TO MIDDLE-CLASS

NORMS. TABLES SHOW WHICH TESTS WERE GIVEN TO WHICH GRADE LEVELS, AGE-GRADE RELATIONSHIPS, AND RESULTS BY INDIVIDUAL TEST. RELATED DOCUMENTS ARE RC002539 AND RC001775. (JEH)

ORD 0564MI ED 029 746
ANDERSON, JAMES G.; SAFAR, DWIGHT
EQUALITY OF EDUCATIONAL OPPORTUNITY FOR SPANISH-AMERICAN AND INDIAN STUDENTS IN TWO MULTI-CULTURAL COMMUNITIES: AN EXPLORATORY ASSESSMENT.

EDRS PRICE MF-$0.25 HC-$1.85
PUB DATE - JAN 69 35P.PAPER PREPARED FOR THE UNITED STATES SENATE COMMITTEE ON LABOR AND PUBLIC WELFARE SPECIAL SUBCOMMITTEE ON INDIAN EDUCATION

DESCRIPTORS - *AMERICAN INDIANS; ANGLO AMERICANS; *CULTURAL INTERRELATIONSHIPS; EDUCATIONAL DISADVANTAGEMENT; EDUCATIONAL ENVIRONMENT; *EDUCATIONAL OPPORTUNITIES; *SPANISH AMERICANS; *STUDENT NEEDS
IDENTIFIERS - *NEW MEXICO

ABSTRACT - EDUCATIONAL OPPORTUNITIES AND CURRICULAR PROGRAMS OFFERED BY 2 SCHOOL SYSTEMS SERVING MULTICULTURAL COMMUNITIES IN NEW MEXICO WERE EXAMINED. DIFFERENTIAL PUPIL PERFORMANCE BETWEEN INDIAN, SPANISH AMERICAN AND ANGLO STUDENTS WAS STUDIED BY COMPARING ABILITY TEST SCORES, ACHIEVEMENT TEST SCORES, ATTENDANCE RECORDS, DROP OUT RATES AND POST HIGH SCHOOL PLANS. THESE COMPARISONS WERE MADE AT THE ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOL LEVELS. FINDINGS INDICATED THAT THE PROGRAMS OFFERED BY THE 2 SCHOOL SYSTEMS APPEARED TO BE ILL-SUITED FOR SPANISH AMERICAN AND INDIAN STUDENTS SINCE EVEN THOSE MINORITY CHILDREN WHO BEGAN SCHOOL WITH A COMPARABLE LEVEL OF ABILITY FAILED TO GAIN AS MUCH FROM THEIR SCHOOLING AS THEIR ANGLO PEERS. MOREOVER, A COMPARISON OF ATTENDANCE, DROP OUT RATES AND POST HIGH SCHOOL PLANS AMONG THE 3 ETHNIC GROUPS REVEALED A CUMLATIVE LOSS OF FAITH IN THE SCHOOL AND ITS PROGRAM AMONG STUDENTS FROM THE 2 MINORITY GROUPS. (EV)

ORD 0641M ED 029 723
GILLMAN, GENEVA B.
THE RELATIONSHIP BETWEEN SELF-CONCEPT, INTELLECTUAL ABILITY, ACHIEVEMENT, AND MANIFEST ANXIETY AMONG SELECT GROUPS OF SPANISH-SURNAME MIGRANT STUDENTS IN NEW MEXICO.

EDRS PRICE MF-$0.75 HC-$9.10
PUB DATE - JUN 69 180P.DOCTORAL DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL OF THE UNIVERSITY OF NEW MEXICO (ALBUQUERQUE, NEW MEXICO, JUNE 1969)

DESCRIPTORS - *ACADEMIC ACHIEVEMENT; ACHIEVEMENT RATING; ANGLO AMERICANS; ANXIETY; *INTELLIGENCE FACTORS; INTELLIGENCE LEVEL; MEXICAN AMERICANS; *MIGRANT CHILDREN; MIGRANT EDUCATION; NEGROES; *SELF CONCEPT; SPANISH AMERICANS; *SPANISH SPEAKING
IDENTIFIERS - *NEW MEXICO

ABSTRACT - THE PRIMARY DATA COLLECTED AND ANALYZED IN CONJUNCTION WITH THIS STUDY WERE MEASUREMENTS OF SELF-CONCEPT TAKEN ON A SELECT SAMPLE OF 428 FOURTH- AND SIXTH-GRADE MIGRANT CHILDREN IN NEW MEXICO, 90% OF WHOM WERE SPANISH-SURNAME MIGRANTS. THESE SELF-CONCEPT SCORES WERE CORRELATED WITH SCORES FROM MEASURES OF INTELLIGENCE AND ACHIEVEMENT; THESE FINDINGS WERE CONTRASTED WITH THE FINDINGS OF 2 OTHER STUDIES USING THE SAME INSTRUMENTS AND INVOLVING SIMILAR GROUPS OF EDUCATIONALLY DISADVANTAGED CHILDREN FROM DIFFERENT ETHNIC BACKGGOUNDS. CHI-SQUARE, "T" TEST, AND PEARSON CORRELATIONAL TECHNIQUES WERE EMPLOYED IN THE ANALYSIS OF RELEVANT DATA. CONCLUSIONS OF THE STUDY SUGGESTED A TENDENCT TOWARD A POSITIVE CORRELATION OF SELF-CONCEPT WITH OTHER VARIABLES MEASURED. IN ADDITION, IT WAS FOUND THAT THE NEW MEXICO STUDENTS, RESPONDING TO THE INSTRUMENTS USED, GENERALLY HAD LOWER SELF-CONCEPT SCORES, LOWER MEAN GRADE PLACEMENTS, AND RATED LOWER ON THE TOTAL I.Q. INDEX THAN DID WHITE STUDENTS IN A GEORGIA STUDY; BUT, THE NEW MEXICO STUDENTS GENERALLY RATED HIGHER ON THE SAME INSTRUMENTS THAN DID NEGRO STUDENTS PARTICIPATING IN A LOUISIANA STUDY . (EV)

ORD 0642 VT 010 751
MACCARTHY, ROBERT A.
THE VOCATIONAL ADJUSTMENT OF SPECIAL CLASS STUDENTS.

MASSACHUSETTS REHABILITATION COMMISSION, RESEARCH AND PROGRAM PLANNING UNIT.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JAN66 12P.

DESCRIPTORS - *FOLLOWUP STUDIES; *EDUCABLE MENTALLY HANDICAPPED; *MENTAL RETARDATION; *VOCATIONAL ADJUSTMENT; EMPLOYMENT; CULTURALLY DISADVANTAGED; LOWER CLASS; LOWER MIDDLE CLASS; INDIVIDUAL CHARACTERISTICS; FAMILY ATTITUDES

ABSTRACT - TO DEVELOP KNOWLEDGE AND PLANS FOR A REHABILITATION PROGRAM, A STUDY WAS MADE OF THE VOCATIONAL ADJUSTMENT OF 52 STUDENTS WHO HAD COMPLETED OR TERMINATED THEIR SPECIAL EDUCATION CLASS 4 YEARS PRIOR TO A RESEARCH AND DEMONSTRATION PROJECT. VOCATIONAL DATA WERE CORRELATED WITH PERSONAL AND FAMILY BACKGROUND, SCHOOL ACHIEVEMENT AND EMPLOYMENT HISTORY. INTERVIEWS WITH PARENTS, STUDENTS, AND EMPLOYMENT AGENCIES REVEALED THESE CHARACTERISTICS: (1) THE AVERAGE INTELLIGENCE SCORE ON THE STANFORD BINET WAS 68, AND MORE THAN HALF HAD LEFT SCHOOL AT 16 YEARS OF AGE, (2) THOUGH SOCIO-ECONOMIC BACKGROUNDS RANGED FROM WELFARE SUBSISTENCE TO UPPER MIDDLE INCOME, THE MAJORITY CAME FROM LOWER AND LOWER MIDDLE INCOME FAMILIES, (3) IN THE BACKGROUND OF THE STUDENTS WERE INADEQUATE HOUSING, BROKEN HOMES, AND CULTURAL DEPRIVATION, (4) NEARLY ONE HALF HAD FOUND PAID EPLOYMENT LASTING 3 OR MORE MONTHS IN THE FIRST YEAR AFTER LEAVING SCHOOL, (5) TWO MAIN TYPES OF EMPLOYMENT WERE UNSKILLED FACTORY AND KITCHEN JOBS, AND (6) VOCATIONAL ADJUSTMENT APPEARED TO BE MORE RELATED TO PERSONALITY FACTORS AND FAMILY ATTITUDES THAN DEMOGRAPHIC VARIABLES. THE RESEARCH AND DEMONSTRATION PROJECT IS AVAILABLE AS VT 010 944. (SB)

ORD 0643 ED 014 335
THURSTON, JOHN R. , AND OTHERS
CLASSROOM BEHAVIOR--BACKGROUND FACTORS AND PSYCHO-SOCIAL CORRELATES. EAU CLAIRE COUNTY YOUTH STUDY, 1961-1964.

WISCONSIN STATE DEPT. OF PUBLIC WELFARE, MADISON.
WISCONSIN STATE UNIV., EAU CLAIRE.
EDRS PRICE MF-$2.00 HC-$19.64
PUB DATE - 30APR64 489P.

DESCRIPTORS - ACTIVITIES; *AGGRESSION; ATTITUDES; BACKGROUND; *BEHAVIOR PATTERNS; CLASSROOMS; COMMUNITY; DELINQUENCY; DISCIPLINE; DROPOUTS; EDUCATION; FAMILY (SOCIOLOGICAL UNIT); INTERACTION; INTERVIEWS; OCCUPATIONS; ORIENTATION; PARENTS; PERSONALITY; PSYCHOLOGICAL CHARACTERISTICS; QUESTIONNAIRES; RURAL AREAS; *RURAL YOUTH; SOCIAL DISADVANTAGEMENT; SUPERIOR STUDENTS; TEACHER ROLE; TESTS; THEORIES; URBAN AREAS; *URBAN YOUTH
IDENTIFIERS - NIMH

ABSTRACT - CLASSROOM AGGRESSION, DEFINED IN THIS STUDY AS MARKEDLY UNACCEPTABLE AGGRESSIVE BEHAVIOR OCCURRING HABITUALLY OR FREQUENTLY IN SCHOOL, IS EXAMINED IN RELATION TO SEX, GRADE, AND URBAN-RURAL STATUS. THE WRITERS STATE THAT NEUROTIC, PSYCHOPATHIC, AND SOCIAL BEHAVIOR PATTERNS HAVE THE FOLLOWING FOUR FOCAL CAUSATIVE AREAS--(1) SCHOOL, (2) HOME AND PARENTS, (3) CULTURAL MILIEU OF THE NEIGHBORHOOD AND ITS COMMUNITY, AND (4) GOALS AND STANDARDS WHICH PREVAIL AT CITY, STATE, AND NATIONAL LEVELS. THE RESEARCH CORRELATES APPROVED AND DISAPPROVED CLASSROOM BEHAVIOR OF 384 RURAL AND URBAN BOYS AND GIRLS FROM THE THIRD, SIXTH, AND NINTH GRADES. THESE CHILDREN WERE IDENTIFIED AS SHOWING CONSISTENTLY APPROVED OR DISAPPROVED BEHAVIOR. THE STUDY EXTENDED FROM MAY 1961 TO MAY 1963. HALF THE SAMPLE WAS DRAWN AND STUDIED THE FIRST YEAR, AND HALF WAS DRAWN AND STUDIED THE SECOND YEAR. FINDINGS INDICATE THAT BOTH THE URBAN AND RURAL DISAPPROVED CHILD HAD MANY FAMILIAL DISADVANTAGES AND MANIFESTED THE FOLLOWING CHARACTERISTICS--(1) ARGUMENTATIVE, (2) LOW OR AVERAGE INTELLIGENCE, (3) LOW OPINION OF ADULTS, (4) REJECTIVE OF PARENTS, AND (5) NON-CLASSROOM ORIENTATION. WIDE USE IS MADE OF CHARTS TO PRESENT ALL DATA. (ES)

ORD 0661 ED 050 302
ADAMS, RAYMOND S., AND OTHERS
PSYCHOLOGY AND THE TRAINING OF TEACHERS OF THE DISADVANTAGED: A FINAL REPORT - PART III.

MISSOURI UNIV., COLUMBIA. COLL. OF EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT.
EDRS PRICE MF-$0.65 HC-$6.58
OEG-0-9-354719-1712-725
PUB DATE - 70 187P.

DESCRIPTORS - *ABSTRACTS; BEHAVIORAL OBJECTIVES; *DISADVANTAGED YOUTH; *PSYCHOLOGY; *STUDENT TEACHER RELATIONSHIP; *TEACHER EDUCATION
IDENTIFIERS - TRAINING TEACHER TRAINERS PROJECT; UNIVERSITY OF MISSOURI

ABSTRACT - THE POTENTIAL RELEVANCE OF PSYCHOLOGY IN THE DEVELOPMENT OF A PROGRAM FOR TRAINING TEACHERS OF THE DISADVANTAGED IS THE FOCUS OF THIS REPORT. STRATEGY EMPLOYED TO EXAMINE THE PSYCHOLOGY AREA CONSISTED OF: (1) A CONSORTIUM, MADE UP OF FIVE LEADERS IN THE FIELD AND A MODERATOR; (2) AN EXTENSIVE SEARCH OF CONTEMPORARY LITERATURE, WITH ABSTRACTS OF RELEVANT ITEMS, AND ORGANIZATION OF THE ABSTRACTS AS TO STATEMENTS OF EMPIRICALLY SUPPORTABLE FACTS, STATEMENTS NOT EMPIRICALLY SUPPORTED, RECOMMENDATIONS, AND NEEDED COMMENTS. THIS REPORT PRESENTS: (1) THE DELIBERATIONS OF THE PSYCHOLOGY CONSORTIUM; (2) A CONDENSED VERSION OF THE MATERIAL ABSTRACTED IN THE LITERATURE SEARCH; (3) A CONCEPTUAL MAPPING OF THE FIELD, ACCOMPANIED BY BRIEF LISTINGS OF RELEVANT FACTS; AND (4) A FINAL SUMMATION. THE ABSTRACTED INFORMATION APPEARS UNDER THE HEADINGS OF: THE DISADVANTAGED FAMILY; THE DISADVANTAGED ENVIRONMENT AND COGNITION; THE DISADVANTAGED ENVIRONMENT AND LANGUAGE; SELF-CONCEPT; EXPECTATIONS; ATTITUDES; TEACHERS; AND PROGRAMS. THE SUMMATION DISCUSSES THE NATURE OF PSYCHOLOGY AND A PSYCHOLOGY OF DISADVANTAGE. IN BROAD TERMS, IT IS CONCLUDED THAT PSYCHOLOGICAL INSIGHT AND UNDERSTANDING WILL HELP THE TEACHER TO UNDERSTAND DISADVANTAGED CHILDREN. FOR RELATED DOCUMENTS, SEE ED 050 300-301 AND ED 050 303-306. (DB)

ORD 0662 ED 043 690
JENSEN, ARTHUR R.; ROHWER, WILLIAM D., JR.
AN EXPERIMENTAL ANALYSIS OF LEARNING ABILITIES IN CULTURALLY DISADVANTAGED CHILDREN. FINAL REPORT.

CALIFORNIA UNIV., BERKELEY.
OFFICE OF ECONOMIC OPPORTUNITY, WASHINGTON, D.C.
EDRS PRICE MF-$1.00 HC-$10.35
PUB DATE - JUL 70 205P.

DESCRIPTORS - APTITUDE TESTS; ASSOCIATIVE LEARNING; COGNITIVE ABILITY; *DISADVANTAGED YOUTH; EDUCATIONAL TESTING; *ETHNIC GROUPS; INTELLIGENCE DIFFERENCES; LANGUAGE ABILITY; *LEARNING CHARACTERISTICS; NONVERBAL ABILITY; NONVERBAL TESTS; PRESCHOOL LEARNING; RESEARCH METHODOLOGY; SOCIAL CLASS; *SOCIAL DIFFERENCES; STATISTICAL DATA; TEST RESULTS

ABSTRACT - THIS REPORT CONTAINS A SERIES OF STUDIES WHICH REPRESENT ONGOING RESEARCH OF SIX INVESTIGATORS, WHO SEEK TO ELUCIDATE THROUGH EMPIRICAL STUDIES THE PSYCHOLOGICAL CHARACTERISTICS OF CULTURALLY DISADVANTAGED CHILDREN. THE CHIEF AIM HAS BEEN TO MAKE COMPARATIVE ANALYSES OF ABILITIES AND LEARNING CHARACTERISTICS OF CHILDREN FROM INTACT SUBPOPULATION GROUPS THAT DIFFER MARKEDLY IN THE DEGREE OF SCHOOL SUCCESS TYPICALLY ACHIEVED. THE STUDIES FOCUS ON: A TWO-LEVEL THEORY OF MENTAL ABILITIES; THE ORGANIZATION OF ABILITIES IN PRESCHOOL CHILDREN; LEVEL I AND LEVEL II PERFORMANCE IN LOW AND MIDDLE SOCIOECONOMIC STATUS (SES) ELEMENTARY SCHOOL CHILDREN; RELATIONSHIP OF THE "DRAW-A-MAN" TEST TO LEVEL I AND LEVEL II; COMPARISON OF "CULTURE-LOADED" AND "CULTURE-FAIR" TESTS; SOCIAL CLASS DIFFERENCES IN FREE RECALL OF CATEGORIZED AND

UNCATEGORIZED LISTS; MENTAL ELABORATION AND LEARNING PROFICIENCY; ETHNICITY-SES AND LEARNING PROFICIENCY; AND, ELABORATION TRAINING AND PAIRED ASSOCIATE LEARNING EFFICIENCY IN CHILDREN. APPENDIXES CONTAIN SOME OF THE TEST FORMS USED. (RJ)

ORD 0721R
HOWARD, VIVIAN GORDON
TEACHING MATHEMATICS TO THE CULTURALLY DEPRIVED AND ACADEMICALLY RETARDED RURAL CHILD.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00, XEROGRAPHY $10.00)
PUB DATE - 69 PH.D. DISSERTATION, UNIVERSITY OF VIRGINIA.

DESCRIPTORS - *MATHEMATICS; *CULTURALLY DISADVANTAGED; *EDUCATIONAL RETARDATION; *RURAL YOUTH; DOCTORAL THESES; TEACHING TECHNIQUES; INSTRUCTIONAL MATERIALS
IDENTIFIERS - CLASSROOM OBSERVATION CODE DIGEST; PASS FAIL ACHIEVEMENT TEST IN MATHEMATICS

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO DETERMINE HOW EXPERIENCES IN A MATHEMATICS LABORATORY, WHICH WERE ESPECIALLY PREPARED FOR THE CULTURALLY DEPRIVED AND ACADEMICALLY RETARDED RURAL CHILD, AFFECT HIS ACHIEVEMENT, SELF CONCEPTS, ATTITUDE TOWARD ARITHMETIC, SOCIAL DEVELOPMENT, BEHAVIOR, AND ATTENDANCE. TWELVE PARTICIPANTS WERE CHOSEN BY THEIR TEACHER BECAUSE OF THEIR NEGATIVE ATTITUDE TOWARD SCHOOL, THEIR MULTIPLE FAILURES, AND THEIR LOW ACHIEVEMENT SCORES IN READING AND ARITHMETIC. ON THE BASIS OF THE FINDINGS, THE FOLLOWING CONCLUSIONS SEEM JUSTIFIED: (1) DISADVANTAGED RURAL CHILDREN CAN HAVE SUCCESS EXPERIENCES IN MATHEMATICS WHEN CAREFUL ATTENTION IS GIVEN TO CONTENT, METHOD, AND MATERIALS, AND WHEN NO PRIOR ASSUMPTIONS ARE MADE CONCERNING WHAT THE CHILDREN KNOW OR HOW MUCH THEY CAN LEARN; (2) ABSTRACT CONCEPTS HAVE THE GREATEST CHANCE OF BEING LEARNED BY DISADVANTAGED RURAL CHILDREN, IF THEY ARE MOTIVATED THROUGH CONCRETE EXPERIENCES AND BASED UPON CAREFULLY CONSTRUCTED LEARNING SET HIERARCHY; (3) CALCULATORS MOTIVATE DISADVANTAGED RURAL CHILDREN TO EXTEND THEIR LEARNING, AND (4) DISADVANTAGED CHILDREN WITH NEGATIVE ATTITUDES TOWARD ARITHMETIC CAN IMPROVE WITH CAREFUL ATTENTION TO SUCCESS EXPERIENCES, RELEVANT EXPERIENCES, AND CHALLENGING EXPERIENCES. (DP)

ORD 0723 ED 012 291
LESSER, GERALD S.; STODOLSKY, SUSAN S.
LEARNING PATTERNS IN THE DISADVANTAGED.

YESHIVA UNIV., NEW YORK, N.Y. FERKAUF GRADUATE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES.
EDRS PRICE MF-$0.18 HC-$2.88
PUB DATE - 67 72P.

DESCRIPTORS - ACADEMIC ACHIEVEMENT; CHINESE AMERICANS; COGNITIVE DEVELOPMENT; DEVELOPMENT; *DISADVANTAGED YOUTH; *EDUCATIONAL RESEARCH; *EDUCATIONAL STRATEGIES; EDUCATIONAL THEORIES; *ETHNIC GROUPS; INTELLIGENCE; JEWS; *LEARNING; LEARNING PROCESSES; LOWER CLASS; MIDDLE CLASS; NEGROES; PSYCHOLOGICAL PATTERNS; PUERTO RICANS; *SOCIAL CLASS; STUDENTS; TEACHING PROCEDURES; TEACHING TECHNIQUES
IDENTIFIERS - NEW YORK CITY

ABSTRACT - RESEARCH ON THE DEVELOPMENTAL ORIGINS OF THE CHARACTERISTICS OF DISADVANTAGED CHILDREN IS NOT AS IMPORTANT FOR SCHOOL PEOPLE AS IS SCHOOL-BASED RESEARCH. SUCH STUDIES FOCUS ON A TASK ANALYSIS APPROACH WHICH WOULD MATCH THE CHARACTERISTICS OF A STUDENTS BEHAVIOR WITH INSTRUCTIONAL PROCEDURES. ONE SPECIFIC PIECE OF RESEARCH STUDIED THE EFFECTS OF SOCIAL CLASS AND ETHNIC GROUP INFLUENCES ON THE DEVELOPMENT OF LEVELS AND PATTERNS OF MENTAL ABILITY BY OBTAINING THE SCORES FOR VERBAL ABILITY, REASONING, NUMBER FACILITY, AND SPACE CONCEPTUALIZATION OF MIDDLE- AND LOWER-CLASS CHINESE, JEWISH, NEGRO, AND PUERTO RICAN FIRST GRADERS. THE EFFECTS OF ETHNICITY UPON THE MENTAL PATTERNS WERE THE MOST STRIKING FINDINGS, FOR THE PATTERNS WERE CLEARLY DIFFERENT AMONG ETHNIC GROUPS. WITHIN ETHNIC GROUPS SOCIAL CLASS DIFFERENCES AFFECTED ONLY LEVEL AND LEFT PATTERN UNCHANGED. SOCIAL CLASS WAS A MORE INFLUENTIAL FACTOR IN THE LEVEL OF ABILITY OF NEGROES THAN AMONG ANY OTHER GROUP. THESE FINDINGS SUGGEST FURTHER STUDIES OF (1) DIFFERENTIAL ETHNIC GROUP PATTERNS AS PREDICTORS OF ACHIEVEMENT, (2) THE STABILITY OF THESE PATTERNS, (3) THEIR DEVELOPMENTAL ANTECEDENTS, AND (4) APPROPRIATE TEACHING STRATEGIES. IN CONTRAST TO THE COLEMAN REPORT'S STRESS ON EQUAL EDUCATION TO PRODUCE EQUAL ACHIEVEMENT LEVELS AMONG ALL GROUPS, THE FINDINGS OF THIS STUDY SUGGEST THAT EMPHASIS ON EQUAL OPPORTUNITIES FOR EQUAL AND MAXIMUM DEVELOPMENT OF GROUPS WOULD BE MORE SUCCESSFUL POLICY. (NH)

ORD 0842 ED 020 216
DEY, CHARLES
A BETTER CHANCE, AN EDUCATIONAL PROGRAM. ABC REPORT, 1964.

DARTMOUTH COLL., HANOVER, N.H.
EDRS PRICE MF-$0.50 HC-$4.52
PUB DATE - 64 111P.

DESCRIPTORS - *COLLEGE PREPARATION; *DISADVANTAGED YOUTH; ENRICHMENT PROGRAMS; *HIGH SCHOOL STUDENTS; MALES; MATHEMATICS INSTRUCTION; MEDICAL SERVICES; PARENTAL BACKGROUND; PRIVATE SCHOOLS; PROGRAM COSTS; READING PROGRAMS; RESIDENTIAL PROGRAMS; STUDENT EVALUATION; *SUMMER PROGRAMS; WRITING SKILLS
IDENTIFIERS - ABC PROGRAM; A BETTER CHANCE; DARTMOUTH COLLEGE; HANOVER; INDEPENDENT SCHOOLS TALENT SEARCH PROGRAM; NEW HAMPSHIRE

ABSTRACT - THIS REPORT DESCRIBES THE FIRST SUMMER OF AN INTENSIVE SUMMER PROGRAM CONDUCTED AT DARTMOUTH COLLEGE FOR 55 DISADVANTAGED HIGH SCHOOL BOYS. PARTICIPANTS WERE SELECTED ON THE BASIS OF PROMISING ACADEMIC POTENTIAL. FIFTY-ONE OF THE 55 BOYS HAD BEEN ACCEPTED INTO PREPARATORY SCHOOLS, CONTINGENT UPON THEIR SUCCESSFUL COMPLETION

OF THE SUMMER PROGRAM. THE PROGRAM PROVIDED MATHEMATICS AND ENGLISH INSTRUCTION, ATHLETICS, SOCIAL AND CULTURAL ACTIVITIES, WEEKEND TRIPS, AND CAMPING EXPERIENCES. CLOSE CONTACT WITH THE STUDENTS WAS MAINTAINED BY SMALL CLASS SIZE AND BY THE USE OF RESIDENT TUTORS. A FINAL REPORT AND RECOMMENDATION FOR EACH STUDENT WAS SENT TO THE PREPARATORY SCHOOL WHICH HAD TENTATIVELY ACCEPTED HIM. A 5-YEAR FOLLOWUP STUDY OF THE PARTICIPANTS HAS BEEN PROPOSED. IN THE APPENDIXES ARE DATA ON THE PARENTS' OCCUPATION AND ON THE SENDING HIGH SCHOOLS. SAMPLE RECOMMENDATION LETTERS AND SUMMARIES OF THE MATHEMATICS AND ENGLISH PROGRAMS ARE ALSO PRESENTED. (DK)

ORD 0843R
SPEARS, MACK J.
IMPROVING EDUCATIONAL OPPORTUNITIES FOR MINORITY GROUPS.

THE BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS; V55 N355 PP98-105 MAY 1971
PUB DATE - MAY71

DESCRIPTORS - *MINORITY GROUPS; AFRICAN AMERICAN STUDIES; NEGRO ATTITUDES; *EDUCATIONAL OPPORTUNITIES; *NEGRO EDUCATION; SECONDARY SCHOOL STUDENTS; COMMUNITY INVOLVEMENT; *EDUCATIONAL NEEDS; MULTICULTURAL TEXTBOOKS

ABSTRACT - THIS PRESENTATION IS DIVIDED INTO THREE MAJOR PARTS. THE FIRST PART IS AN ANALYSIS OF THE OPPORTUNITIES FOR THE AFRO-AMERICAN. THE SECOND PART IS A SUMMATION OF STUDENT RESPONSES FROM A SURVEY TAKEN TO DETERMINE WHAT AFRO-AMERICAN STUDENTS THOUGHT SHOULD BE OPPORTUNITIES AVAILABLE FOR HIGH SCHOOL STUDENTS. THE THIRD PART PROJECTS VIEWS FOR IMPROVING THE EDUCATIONAL OPPORTUNITIES OF THE AFRO-AMERICAN AS A MINORITY GROUP: (1) EDUCATION IS ESSENTIAL TO THE PROGRESS AND THE PRODUCTIVITY OF THE CITIZENS OF THE COMMUNITY, (2) THE PROGRESS AND THE PRODUCTIVITY OF THE COMMUNITY IS DEPENDENT UPON THE QUALITY OF THE EDUCATION AVAILABLE TO ALL OF THE CITIZENS OF THAT COMMUNITY, (3) EVERY CITIZEN IN THE COMMUNITY MUST HAVE THE OPPORTUNITY TO THE KIND OF EDUCATION THAT WILL CONTRIBUTE TO HIS POTENTIAL PRODUCTIVITY, (4) EVERY CITIZEN IN THE COMMUNITY MUST HAVE THE OPPORTUNITY TO CONTRIBUTE TO THE PRODUCTIVITY OF HIS COMMUNITY, (5) EVERY STUDENT WHO ENTERS THE SCHOOL MUST KNOW THAT HE OR SHE IS VIEWED AS A POTENTIAL CONTRIBUTING MEMBER OF HIS COMMUNITY, (6) THE CREDO OF THE AMERICAN SOCIETY MUST HAVE REAL AND OBSERVABLE MEANING IN THE SCHOOL, (7) EACH STUDENT CAN LEARN TO THE MAXIMUM OF HIS POTENTIAL, AND THERE MUST BE NO FIXATION REGARDING THIS POTENTIAL BASED UPON PREJUDICE, AND (8) THE DISCRETE SELECTION OF MULTI-ETHNIC MATERIALS THAT WILL BE INFORMATIVE TO ALL STUDENTS SHOULD BE A PART OF THE PLANNING. (DP)

ORD 0844R ED 049 882
ROGERS, CHARLES H.
OCCUPATIONAL TRAINING OPPORTUNITIES FOR RURAL YOUTH.

NORTH CAROLINA STATE UNIV., RALEIGH. CENTER FOR OCCUPATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.65 HC-$3.29
OEG-2-7-070348-2698 08
OCCAS-PAP-7 BR-7-0348
PUB DATE - 69 17P.

DESCRIPTORS - *AGRICULTURAL EDUCATION; DISADVANTAGED YOUTH; EDUCATIONAL NEEDS; *EDUCATIONAL PROGRAMS; EMPLOYMENT OPPORTUNITIES; JOB ANALYSIS; *JOB TRAINING; OCCUPATIONAL CHOICE; *RURAL YOUTH; TRAINING OBJECTIVES; *VOCATIONAL EDUCATION

ABSTRACT - CONCERNED WITH THE TEACHING OF VOCATIONAL AGRICULTURE AND OTHER VOCATIONAL EDUCATION IN THE RURAL SOUTH, THIS PAPER IS DIRECTED TOWARD AN EXAMINATION OF OCCUPATIONAL EDUCATION PROGRAMS AS THEY RELATE TO POPULATION SERVED AND TO LOCAL LABOR MARKETS. FINDINGS OF 2 STUDIES OF OCCUPATIONAL TRAINING OPPORTUNITIES FOR RURAL YOUTH IN NORTH CAROLINA ARE DISCUSSED. RECOMMENDATIONS INCLUDE CONSOLIDATING SMALL SCHOOLS TO PROVIDE FOR MORE COMPREHENSIVE OCCUPATIONAL TRAINING, ESTABLISHING MORE VOCATIONAL CENTERS, FULLY INTEGRATING SEPARATE SCHOOL SYSTEMS IN THE SOUTH, PROVIDING MORE MANPOWER STUDIES WITHIN THE ECONOMIC AREAS UNDER CONSIDERATION, AND ORIENTING VOCATIONAL PROGRAMS TO ACCOMMODATE OCCUPATIONAL PLANS OF LOCAL YOUTH. (MJB)

ORD 0846 ED 036 563
ALLEN, HAROLD B., AND OTHERS
POSITION PAPERS FROM LANGUAGE EDUCATION FOR THE DISADVANTAGED. NDEA NATIONAL INSTITUTE FOR ADVANCED STUDY IN TEACHING DISADVANTAGED YOUTH, REPORT THREE.

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, WASHINGTON, D.C.
NDEA INST. FOR ADVANCED STUDY IN TEACHING DISADVANTAGED YOUTH, WASHINGTON, D.C.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$0.90
PUB DATE - JUN 68 16P.

DESCRIPTORS - CULTURALLY DISADVANTAGED; DISADVANTAGED ENVIRONMENT; *DISADVANTAGED GROUPS; EDUCATIONAL NEEDS; EDUCATIONAL OBJECTIVES; EDUCATIONAL RESEARCH; ENGLISH EDUCATION; *ENGLISH INSTRUCTION; GRAMMAR; INSTRUCTIONAL PROGRAM DIVISIONS; LANGUAGE; *LANGUAGE ARTS; *LANGUAGE INSTRUCTION; *NEGROES; SEMINARS; STANDARD SPOKEN USAGE; STUDENT NEEDS; VALUES

ABSTRACT - FOUR POSITION PAPERS ON LANGUAGE EDUCATION FOR THE DISADVANTAGED SERVE AS THE BASIS FOR THE SECOND STAGE OF A THREE-STAGE SEMINAR AND UNDERSCORE THE NEED FOR A NEW LOOK AT THE TEACHING OF ENGLISH, ITS FUNCTION, AND ITS RECORDED CONTRIBUTION TO THE CULTURE. HAROLD B. ALLEN'S PAPER, "WHAT ENGLISH TEACHERS SHOULD KNOW ABOUT THEIR LANGUAGE," IS FOLLOWED BY THAT OF WILLIAM LABOV, "THE NON-STANDARD VERNACULAR OF THE NEGRO COMMUNITY: SOME PRACTICAL SUGGESTIONS." "THE GRAMMARS OF ENGLISH AND THE LANGUAGE ARTS" AND "VALUES IN THE TEACHING OF ENGLISH AND THE LANGUAGE ARTS" ARE WRITTEN BY H. A.

GLEASON, JR. AND CARL A. LEFEVRE
RESPECTIVELY. (RL)

ORD 08471 ED 040 815
COOMBS, L. MADISON
THE EDUCATIONAL DISADVANTAGE OF THE INDIAN AMERICAN STUDENT.

NEW MEXICO STATE UNIV., UNIVERSITY PARK. ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$0.75 HC-$8.05
OEC-1-6-062469-1574 24
BR-6-2469
PUB DATE - JUL 70 159P.

DESCRIPTORS - *ACADEMIC ACHIEVEMENT; AGENCY ROLE; *AMERICAN INDIANS; ATTITUDES; BICULTURALISM; BILINGUAL EDUCATION; BOARDING SCHOOLS; COMMUNITY INVOLVEMENT; CURRICULUM ENRICHMENT; *DISADVANTAGED YOUTH; *EDUCATION; EDUCATIONAL DISADVANTAGEMENT; EDUCATIONAL NEEDS; LANGUAGE HANDICAPS; *RESEARCH REVIEWS (PUBLICATIONS); SOCIAL PROBLEMS; SOCIOECONOMIC BACKGROUND; TEACHER EDUCATION

ABSTRACT - THE MAIN BODY OF THIS RESEARCH SYNTHESIS SERVES TO POINT OUT RESEARCH FINDINGS REGARDING THE EDUCATIONALLY DISADVANTAGED INDIAN AMERICAN SCHOOL CHILDREN. THE DECADE OF THE 1960'S IS NOTED TO BE THE SIGNIFICANT PERIOD IN BRINGING TO THE ATTENTION OF EDUCATORS AND THE AMERICAN PUBLIC THE EDUCATIONAL PROBLEMS FACING THE INDIAN AMERICAN. SOME OF THE FACTORS REPORTED TO BE THE UNDERLYING CAUSES FOR THE EDUCATIONAL RETARDATION OF THE INDIAN CHILDREN INCLUDE (1) THE FEDERAL GOVERNMENT'S POLICY OF COERCIVE ASSIMILATION WHICH HAS RESULTED IN DISORGANIZATION OF THE INDIAN COMMUNITIES, (2) A LACK OF SELF-FULFILLMENT OF INDIAN STUDENTS AT EVERY AGE LEVEL, (3) THE NEGATIVE SELF-IMAGES OF THE INDIAN STUDENTS, AND (4) A LACK OF UNDERSTANDING OF CULTURAL DIFFERENCES ON THE PART OF MANY SCHOOLS. THE STUDY CITES THE EFFORTS OF SOME SCHOOLS TO COMBAT THIS PROBLEM THROUGH IMPLEMENTATION OF PROGRAMS THAT ARE BICULTURAL AND BILINGUAL IN NATURE. THE BIBLIOGRAPHY LISTS 153 RELEVANT DOCUMENTS, THE CONTENTS OF WHICH ARE SYNTHESIZED IN THE MONOGRAPH. (EL)

ORD 0848
RIESSMAN, FRANK.
THE CULTURALLY DEPRIVED CHILD.

HARPER AND ROW, PUBLISHERS, INC., 49 EAST 33RD ST., NEW YORK, N.Y. 10016
PUB DATE - 62 140P.

DESCRIPTORS - *CULTURALLY DISADVANTAGED; CULTURAL DISADVANTAGEMENT; *DISADVANTAGED YOUTH; URBAN CULTURE; *CULTURAL BACKGROUND; CULTURAL AWARENESS; PSYCHIATRISTS; *PSYCHOLOGICAL CHARACTERISTICS; PSYCHOLOGISTS; SOCIAL WORKERS; DELINQUENCY; ACADEMIC ACHIEVEMENT; ACADEMIC ABILITY; ACADEMIC PERFORMANCE; DISCRIMINATION; FAMILY (SOCIOLOGICAL UNIT); FAMILY INFLUENCE; *EFFECTIVE TEACHING
IDENTIFIERS - HIGHER HORIZONS PROGRAM; NEW YORK CITY

ABSTRACT - THE AIM OF THIS BOOK IS TO PROVIDE TEACHERS, SOCIAL WORKERS, PSYCHOLOGISTS, AND PSYCHIATRISTS WITH A PICTURE OF THE DEPRIVED INDIVIDUAL INCLUDING HIS PSYCHOLOGY AND HIS CULTURE, THAT WILL ENABLE THEM TO WORK WITH THIS INDIVIDUAL IN A FRUITFUL, NONPATRONIZING MANNER. THE BOOK ATTEMPTS TO DEVELOP NEW APPROACHES TO EDUCATING UNDERPRIVILEGED INDIVIDUALS BY EMPHASIZING THE POSITIVE ASPECTS OF THEIR CULTURES WHICH, HITHERTO, HAVE BEEN LARGELY IGNORED. IT SHOWS HOW AN UNDERSTANDING OF THE PSYCHOLOGY OF THE DEPRIVED CAN PERHAPS PRODUCE MUCH GREATER ACADEMIC SUCCESS THAN IS PRESENTLY ENVISIONED. MAJOR TOPICS WHICH ARE DISCUSSED INCLUDE: (1) DISCRIMINATION WITHOUT PREJUDICE, (2) THE SIGNIFICANCE OF THE FAMILY, (3) THE HIDDEN I. Q., (4) THE SLOW GIFTED CHILD, (5) THE EFFECTIVE TEACHER, AND (6) THE CULTURE OF THE UNDERPRIVILEGED. ONE OF THE CHAPTERS OFFERS A CRITICAL EVALUATION OF THE HIGHER HORIZONS PROGRAM, NEW YORK CITY, WHICH THE AUTHOR ENDORSES AS UNDOUBTEDLY THE BEST CONTEMPORARY PROJECT AIMED AT EDUCATING DEPRIVED CHILDREN. THE FINAL CHAPTER PROVIDES A SUMMARY OF THE MAIN ARGUMENTS OF THE BOOK AND SUGGESTS IDEAS FOR ACTION WHICH EDUCATORS, PSYCHIATRISTS, AND SOCIAL WORKERS MIGHT PURSUE. (AUTHOR/DP)

ORD 0981U
DRAPER, IMOGENE H.
THE SLUM CHILD: TO HAVE ANY VALUE, LEARNING MUST BE ON A PERSONAL BASIS.

THE CLEARING HOUSE; V45 N1 PP 48-50 SEP 1970
PUB DATE - ND

DESCRIPTORS - INNER CITY; *DISADVANTAGED YOUTH; *LEARNING PROCESSES; MOTIVATION; *PERSONAL GROWTH; GUIDANCE; STUDENT EVALUATION; TEACHER EVALUATION; EVALUATION TECHNIQUES; SLUMS; TEACHER ROLE; *TEACHING TECHNIQUES

ABSTRACT - MEANINGFUL LEARNING TAKES PLACE WHEN MOTIVATION SPRINGS FROM WITHIN THE LEARNER AND SUCCESS IS ACHIEVED THROUGH THE RECOGNITION OF PERSONAL GROWTH BY AN AWARENESS OF NEW GAINS IN THE CONTROL OF THE FORCES WHICH DIRECTLY AFFECT HIS LIFE. SLUM STUDENTS AND PARENTS WANT A BETTER LIFE. SUGGESTIONS: (1) USE CLASS PERIODS FOR GUIDANCE SESSIONS, (2) PLAN WITH THE STUDENT--LET THE STUDENT PLAN WITH YOU, (3) WRITING EXPERIENCE SHOULD GROW OUT OF PRACTICAL NEEDS, (4) USE INDEPENDENT STUDY METHODS WITH THE STUDENT WORKING AT HIS OWN PACE. THE TEACHER'S ROLE SHOULD INCLUDE: (1) PROVIDE THE STUDENT WITH GUIDANCE, AS NEEDED AND HELP HIM REDEFINE HIS GOALS, (2) POINT THE STUDENT TOWARD RESOURCES, (3) TRUST HIM TO DO HIS WORK. EVALUATION SHOULD BE A JOINT EFFORT. IF ORAL OR WRITTEN TESTS ARE USED, PHRASE THE QUESTIONS SO AS TO ELICITE AN EVALUATION OF THE LESSON'S PERSONAL SIGNIFICANCE TO THE STUDENT AND HIS GOALS, INDEPENDENTLY OF HIS CLASSMATES. (DP)

ORD 0982
A PIECE OF THE ACTION.

MANPOWER; V3 N9 PP8-13 SEP 1971
PUB DATE - SEP71

DESCRIPTORS - *SPANISH AMERICANS; *SPANISH SPEAKING; *SPECIAL PROGRAMS; MANPOWER DEVELOPMENT; *DISADVANTAGED GROUPS; *LANGUAGE HANDICAPS; BILINGUAL EDUCATION; BICULTURALISM; CULTURE FREE TESTS
IDENTIFIERS - MANPOWER ADMINISTRATION

ABSTRACT - FOUR SPANISH-SPEAKING AMERICANS WERE APPOINTED BY MANPOWER ADMINISTRATION AS A STUDY GROUP TO ANALYZE CURRENT PROGRAM EFFORTS AND TO DEVELOP AN ACTION PLAN TO BRING ABOUT ANY NEEDED IMPROVEMENTS IN MANPOWER SERVICES FOR PERSONS OF SPANISH ORIGIN. THE ARTICLE RELATES A QUESTION AND ANSWER SESSION DURING WHICH THE STUDY GROUP DISCUSSES MANPOWER PROGRAMS AND PARTICULARLY THE NEEDS OF THEIR PEOPLE. THE OPINIONS EXPRESSED BY THE STUDY GROUP MEMBERS INCLUDE: (1) THERE IS A GENERAL LACK OF AWARENESS OF THE SPECIAL NEEDS OF SPANISH-SPEAKING PEOPLE, (2) BETWEEN 50 AND 75 PERCENT OF THE SPANISH-SPEAKING POPULATION ARE DISADVANTAGED, (3) ANGLOS TOO OFTEN SEE MINORITY NEEDS AS BLACK NEEDS, (4) THE LANGUAGE BARRIER IS A MAJOR PROBLEM FOR THE SPANISH-SPEAKING AMERICAN. THE LANGUAGE PROBLEM MUST BE OVERCOME BEFORE OCCUPATIONAL TRAINING CAN BE EFFECTIVE, (5) THE CREAM OF THE DISADVANTAGED YOUTH ARE OFTEN SELECTED FOR JOB TRAINING PROGRAMS SO AS TO MAINTAIN A HIGH PERCENTAGE OF GRADUATES WHICH MEANS THAT THE HARD-CORE DISADVANTAGED ARE NOT BEING REACHED, (6) MORE SPANISH-SPEAKING PEOPLE SHOULD BE UTILIZED IN THE PLANNING, ADMINISTERING, AND TEACHING OF PROGRAMS FOR THE DISADVANTAGED, (7) THE STAFF SHOULD BE BILINGUAL AND BICULTURAL, AND (8) TESTS THAT REQUIRE A COMMAND OF THE ENGLISH LANGUAGE DO NOT GAUGE THE CAPABILITIES OF SPANISH-SPEAKING YOUTH. (DP)

ORD 0983M ED 050 844
THE EDUCATION OF THE MEXICAN-AMERICAN. A SUMMARY OF THE PROCEEDINGS OF THE LAKE ARROWHEAD AND ANAHEIM CONFERENCES.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.65 HC-$3.29
80
PUB DATE - 69 19P.

DESCRIPTORS - *ACHIEVEMENT; *CONFERENCE REPORTS; COUNSELING SERVICES; CULTURE; *CURRICULUM; *EDUCATIONAL IMPROVEMENT; EMPLOYMENT; *MEXICAN AMERICANS; MIGRANTS; SCHOOLS; TEACHING METHODS

ABSTRACT - UNDER THE AUSPICES OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION, CONFERENCES WERE HELD IN AUGUST OF 1966 AND APRIL OF 1967 "BY OUTSTANDING MEXICAN AMERICAN EDUCATORS" WHO BROUGHT FORTH QUESTIONS AND PROPOSED SOLUTIONS TO THE NEED FOR A DIFFERENT KIND OF QUALITY EDUCATION FOR THE STUDENT OF MEXICAN DESCENT. THIS DOCUMENT SUMMARIZES THOSE CONFERENCES, WHICH DEALT WITH ALL MEXICAN AMERICAN STUDENTS--IMMIGRANT CHILDREN, THE CHILDREN OF MIGRANT WORKERS, AND THE VARIOUS GENERATIONS OF STUDENTS LIVING IN HOMOGENEOUS COMMUNITIES COMPOSED OF PERSONS OF MEXICAN DESCENT. THE MAJOR THRUST OF THE CONFERENCES WAS THE "LOW EDUCATIONAL ATTAINMENT OF THE MEXICAN-AMERICAN." AMONG THE TOPICS DISCUSSED WERE (1) THE MEXICAN AMERICAN EDUCATION PROBLEM, (2) POINTS OF VIEW ON THE PLACE OF MEXICAN AMERICAN CULTURE IN CALIFORNIA, (3) THE STATUS OF CURRENT EDUCATIONAL PROGRAMS FOR MEXICAN AMERICAN STUDENTS, (4) CURRICULUM MODIFICATION FOR MEXICAN AMERICAN STUDENTS, (5) IMPORTANT CONSIDERATIONS FOR MEXICAN AMERICAN EDUCATION PROGRAMS, AND (6) SUGGESTIONS FOR DIFFERENT LEVELS OF INSTRUCTION. THE DOCUMENT CONCLUDES WITH A DISCUSSION ON COUNSELING AND GUIDANCE, STAFF TRAINING, AND SCHOOL-COMMUNITY RELATIONS. (EL)

ORDI 0984
CARR, SISTER MARY MARGARET
THE FEASIBILITY OF A PRE-SERVICE METHODS COURSE ADAPTED TO TEACHING YOUTH FROM DEPRESSED AREAS.

UNIVERSITY MICROFILMS P.O. BOX 1794, ANN ARBOR, MICH. 48106
PUB DATE - 69 185P.PH.D. DISSERTATION, THE OHIO STATE UNIVERSITY.

DESCRIPTORS - *PRESERVICE EDUCATION; *DISADVANTAGED YOUTH; *METHODS COURSES; FIELD EXPERIENCE PROGRAMS; AUDIOVISUAL AIDS; *TEACHER EDUCATION; FEASIBILITY STUDIES; *DEPRESSED AREAS (GEOGRAPHIC)
IDENTIFIERS - KNOWLEDGE OF THE DISADVANTAGED INSTRUMENT; TEACHER AND THE COMMUNITY INSTRUMENT.

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO EXPLORE THE FEASIBILITY OF AN ADAPTED METHODS COURSE IN PRE-SERVICE EDUCATION WHICH WOULD INTEGRATE THE BASIC PRINCIPLES OF THE TEACHING-LEARNING PROCESSES APPROPRIATE FOR ALL POTENTIAL TEACHERS INTO A UNIFIED WHOLE, INCLUDING KNOWLEDGE OF YOUTH FROM DEPRESSED AREAS AND DIRECT EXPERIENCES WITH THE LIFE STYLES OF THESE YOUTH. THE DATA SUGGESTED THAT PROSPECTIVE TEACHERS CAN PROFIT FROM ENCOURAGEMENT TO LEARN THROUGH INDIVIDUALIZED USE OF AUDIO-VISUAL MATERIALS FOUND IN AN INDEPENDENT LABORATORY. THE SIGNIFICANT CHANGES IN ATTITUDES TOWARD OTHERS DIFFERENT FROM ONE'S SELF SUGGEST THAT A DELIBERATE PLAN TO (1) ACQUAINT THE PROSPECTIVE TEACHERS WITH THEIR OWN DEGREE OF ACCEPTANCE OR NON-ACCEPTANCE OF OTHERS AND (2) ARRANGE FOR MANY OPPORTUNITIES FOR GROWTH AND UNDERSTANDING OF THESE GROUPS THROUGH SIMULATED AND DIRECT EXPERIENCES, CAN HELP INCREASE INTEREST IN TEACHING THESE YOUTH AND ALLAY THE SUPERFICIAL FEARFULNESS FOUND IN MANY POTENTIAL TEACHERS. A METHODS COURSE OUTLINE AND LISTING OF FILMS RELATED TO TEACHING YOUTH FROM DEPRESSED ARBAS ARE APPENDED. (DP)

ORD 0985 ED 042 348
CAMPBELL, JOHN P.
PERSONNEL TRAINING AND DEVELOPMENT.

MINNESOTA UNIV., MINNEAPOLIS. DEPT. OF PSYCHOLOGY.
OFFICE OF NAVAL RESEARCH, WASHINGTON, D.C.
EDRS PRICE MF-$0.50 HC-$3.95
PUB DATE - JUN 70 77P.

DESCRIPTORS - BEHAVIOR CHANGE; BEHAVIOR THEORIES; COMPUTER ASSISTED INSTRUCTION; ECONOMICALLY DISADVANTAGED; INDUSTRIAL TRAINING; *JOB DEVELOPMENT; LABORATORY TRAINING; LEARNING THEORIES; *LITERATURE REVIEWS; MANAGEMENT DEVELOPMENT; *PERSONNEL; PROGRAMED INSTRUCTION; RESEARCH METHODOLOGY; SUPERVISORY TRAINING; SYSTEMS CONCEPTS; *TRAINING

ABSTRACT - A COMPREHENSIVE REVIEW OF THE LITERATURE ON ORGANIZATIONAL TRAINING AND DEVELOPMENT IS UNDERTAKEN IN THIS REPORT. DEVELOPMENTS IN LEARNING, MOTIVATION, AND ATTITUDE THEORY ARE DISCUSSED, WITH PARTICULAR ATTENTION BEING PAID TO THE THEORY AND TECHNIQUES OF BEHAVIOR MODIFICATION AND TO GENERAL SYSTEMS THEORY. COMPUTER-ASSISTED INSTRUCTION AND METHODS FOR TRAINING DISADVANTAGED APPLICANTS ARE DISCUSSED. THE LITERATURE OF RESEARCH AND EVALUATION METHODOLOGY IS NOTED, ALONG WITH ITS LACK OF INNOVATION. FINALLY, EMPIRICAL STUDIES OF TRAINING AND DEVELOPMENT OUTCOMES ARE REVIEWED; MOST OF THESE STUDIES ARE CONCENTRATED IN THREE AREAS: LABORATORY EDUCATION, PROGRAMED INSTRUCTION, AND TRAINING THE DISADVANTAGED. RESEARCH IN THESE THREE AREAS HAS BORNE FRUIT, BUT THEY ARE BRIGHT SPOTS IN AN OTHERWISE DISMAL PICTURE. FOR EXAMPLE, ALTHOUGH MANAGEMENT DEVELOPMENT IS A HUGE ENTERPRISE, WE KNOW NEXT TO NOTHING ABOUT ITS BEHAVIORAL EFFECTS. THE REPORT CONCLUDES WITH A DISCUSSION OF REASONS WHY THE STATE OF THE ART IS WHAT IT IS AND WITH RECOMMENDATIONS FOR FUTURE RESEARCH AND PRACTICE. (AUTHOR/MF)

ORD 0986 ED 033 986
COWLES, MILLY, ED.
PERSPECTIVES IN THE EDUCATION OF DISADVANTAGED CHILDREN; A MULTIDISCIPLINARY APPROACH.

DOCUMENT NOT AVAILABLE FROM EDRS.
INTERNATIONAL TEXTBOOK COMPANY, SCRANTON, PENN. ($4.95).
PUB DATE - 67 314P.

DESCRIPTORS - CULTURAL FACTORS; CURRICULUM; *DISADVANTAGED YOUTH; EARLY CHILDHOOD EDUCATION; ECONOMIC DISADVANTAGEMENT; *EDUCATION; EDUCATIONAL CHANGE; EDUCATIONAL RESPONSIBILITY; GUIDANCE SERVICES; INTELLIGENCE; *INTERDISCIPLINARY APPROACH; LANGUAGE HANDICAPS; MEDICAL SERVICES; PRESCHOOL PROGRAMS; PSYCHOLOGICAL NEEDS; RESEARCH NEEDS; SOCIAL WORK; *TEACHER EDUCATION

ABSTRACT - A COLLECTION OF ORIGINAL PAPERS PRESENTS AN INTERDISCIPLINARY APPROACH TO THE EDUCATION OF DISADVANTAGED CHILDREN. THE VOLUME, PREPARED ESPECIALLY FOR PRESERVICE AND INSERVICE TEACHERS, IS DIVIDED INTO THREE SECTIONS--POVERTY AND ITS EFFECTS, THE CHILDREN OF POVERTY, AND EDUCATIONAL IMPLICATIONS. THE FIRST TWO PARTS DEAL WITH SUCH AREAS AS ANTHROPOLOGY, MEDICINE, SOCIAL WORK, SOCIOLOGY, AND PSYCHOLOGY. PART 3 IS DEVOTED TO GUIDANCE PRACTICES, PRESCHOOL PROGRAMS, CURRICULUM FOR EARLY CHILDHOOD AND ELEMENTARY LEVELS, EDUCATIONAL CHANGE, AND RESEARCH NEEDS. (NH)

ORD 0987
SNIDER, MARGARET
TEACHING AND TEACHER EDUCATION FOR URBAN DISADVANTAGED SCHOOLS.

JOURNAL OF TEACHER EDUCATION; V16 PP171-72 JUN1965
PUB DATE - JUN65

DESCRIPTORS - URBAN EDUCATION; *TEACHER EDUCATION; *TEACHING TECHNIQUES; *DISADVANTAGED SCHOOLS; *DISADVANTAGED YOUTH; DISCIPLINE POLICY; *CLASSROOM ENVIRONMENT; CLASSROOM TECHNIQUES

ABSTRACT - A WELL ORGANIZED CLASSROOM IS ADVOCATED IN THIS ARTICLE. GOOD PLANNING GIVES CHILDREN A FEELING OF SECURITY AND THIS NECESSITATES FREQUENT, AND ALMOST CONSTANT REASSURANCE AND APPROVAL BY THE TEACHER. THE CLASSROOM ATMOSPHERE MUST BE ONE IN WHICH THE CHILDREN ENJOY WORKING, AND CAN NOTICE THEIR OWN IMPROVEMENT AND THAT OF THE REST OF THEIR CLASSMATES. MANY OTHERS HAVE COME TO REALIZE THAT CHILDREN FROM DEPRESSED AREAS REQUIRE A KIND OF DISCIPLINE WHICH IS FIRM, KIND, FAIR, AND UNDERSTANDING, SO THEY CAN REALIZE THE SECURITY THAT THE ESTABLISHMENT OF LIMITS CAN BRING. ALL AGREE THAT FIRMNESS MUST BE TEMPERED WITH AFFECTION AND RESPECT FOR THE CHILD'S FEELINGS. (DP)

ORD 0988
FANTINI, MARIO D.; WEINSTEIN, GERALD
THE DISADVANTAGED: CHALLENGE TO EDUCATION.

HARPER AND ROW, PUBLISHERS, INC., 49 EAST 33RD ST., NEW YORK, N.Y. 10016
PUB DATE - 68 455P.

DESCRIPTORS - *DISADVANTAGED YOUTH; *EDUCATIONAL PROBLEMS; EARLY EXPERIENCE; PRESCHOOL LEARNING; PARENT ROLE; *EDUCATIONAL CHANGE; DISCIPLINE; DISCIPLINE POLICY; DISCIPLINE PROBLEMS; CLASS MANAGEMENT; CURRICULUM DEVELOPMENT; INSTRUCTIONAL INNOVATION; *EDUCATIONALLY DISADVANTAGED; LEARNING ACTIVITIES; *RELEVANCE (EDUCATION)
IDENTIFIERS - CONTACT CLASSROOM METHODS

ABSTRACT - THE BOOK'S MAJOR THESIS IS THAT, THROUGH UNDERSTANDING THE PROBLEMS OF THE EDUCATIONALLY DEPRIVED, WE MAY COME TO AN UNDERSTANDING OF THE EDUCATIONAL PROBLEMS CONFRONTING ALL CHILDREN IN AMERICA BECAUSE THE PROBLEMS OF THE DISADVANTAGED SECTIONS OF OUR POPULATION REPRESENT THE PROBLEMS OF ALL AMERICANS, IN A MAGNIFIED FASHION. THIS BOOK DOES NOT SIMPLY PRESENT ANALYSIS AND DIAGNOSIS. IT ALSO OFFERS TREATMENT, RECOMMENDATIONS, AND THE BEGINNINGS OF A NEW SCIENCE OF PEDAGOGY. IT UNITES POLICY WITH TECHNOLOGY, COGNITION WITH EMOTION, STRATEGY WITH TACTICS. THE VAST AND COMPLEX SET OF

LEARNINGS WHICH THE CHILD ACQUIRES BEFORE HE ENTERS THE FORMAL CLASSROOM ARE REFERRED TO AS THE HIDDEN CURRICULUM. THE PARENT, THEREFORE, CONSCIOUSLY OR UNCONSCIOUSLY PROVIDES BOTH COGNITIVE AND AFFECTIVE CONTENT WHICH CURRENT RESEARCH RESPECTS AS BEING INFLUENTIAL IN FURTHER LEARNING. CRITICISM OF THE UNREAL OR ARTIFICIAL FORMAL CURRICULUM IS PRESENTED IN LIGHT OF THE DISCREPANCIES BETWEEN THE STATED PURPOSES AND THE PRODUCTS OF OUR SCHOOLS. OTHER TOPICS DISCUSSED INCLUDE: (1) STRATEGIES FOR CHANGE, (2) A CASE STUDY OF IMPLEMENTING CHANGE (3) DISCIPLINE AND CONTROL STRATEGIES, (4) PRINCIPLES FOR BUILDING A RELEVANT CURRICULUM, AND (5) CONTACT CLASSROOM METHODS. (AUTHOR/JP)

ORD 0989 ED 050 305
GIES, FREDERICK JOHN; LEONARD, B. CHARLES
EDUCATIONAL PRACTICE AND THE TRAINING OF TEACHERS OF THE DISADVANTAGED: A FINAL REPORT - PART VI.

MISSOURI UNIV., COLUMBIA. COLL. OF EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT.
EDRS PRICE MF-$0.65 HC-$6.58
OEG-0-9-354719-1712-725
PUB DATE - 71 164P.

DESCRIPTORS - *ABSTRACTS; *BIBLIOGRAPHIC CITATIONS; CONSORTIA; *DISADVANTAGED YOUTH; EDUCATIONAL RESEARCH; *TEACHER EDUCATION; *TEACHER EDUCATORS
IDENTIFIERS - TRAINING TEACHER TRAINERS PROJECT; UNIVERSITY OF MISSOURI

ABSTRACT - A PROGRAM TO IMPROVE THE EDUCATION OF DISADVANTAGED YOUTH THROUGH BETTER TRAINING OF TEACHER TRAINERS AND TEACHERS IS BEING INITIATED AT THE UNIVERSITY OF MISSOURI (COLUMBIA). THE PROGRAM CONSISTS OF FOUR OPERATIONS: (1) RESEARCH AND DEVELOPMENT, (2) ACTIVATION, (3) DISSEMINATION, AND (4) APPLICATION AND EVALUATION. NOT ONLY IS THE TRAINING OF A BROAD SPECTRUM OF PERSONNEL INVOLVED BUT ALSO THE PRODUCTION OF A COMPREHENSIVE TRAINING SYSTEM COMPLETE WITH SOFTWARE. AN EDITED TRANSCRIPT OF AN EDUCATIONAL PRACTITIONERS CONSORTIUM, HELD AS PART OF THE TRAINING PROGRAM, IS PRESENTED. A BIBLIOGRAPHY AND ABSTRACTS OF SELECTED LITERATURE IN THE FIELD OF EDUCATION ARE GIVEN. INFORMATION, OBSERVATION, AND RECOMMENDATIONS ARE GIVEN OF THE FOLLOWING MAJOR BELIEFS OR IDEAS DERIVED FROM THE ABSTRACTS: TEACHER TRAINING AND INSERVICE EDUCATION; PHILOSOPHY AND GOALS OF EDUCATION; SCHOOL CLASSROOM CLIMATE AND ORGANIZATION; SCHOOL POLICIES AND ADMINISTRATION; CHARACTERISTICS OF THE DISADVANTAGED CHILD; COMPENSATORY EDUCATION; AND METHODS AND CONTENT OF INSTRUCTION. FOR RELATED DOCUMENTS, SEE ED 050 300-304 AND ED 050 306. (DB)

ORD 0990 ED 046 870
PUBLICATION ABSTRACTS.

JOHNS HOPKINS UNIV., BALTIMORE, MD. CENTER FOR THE STUDY OF SOCIAL ORGANIZATION OF SCHOOLS.
EDRS PRICE MF-$0.65 HC-$3.29
PUB DATE - JUN 70 32P.

DESCRIPTORS - ABSTRACTS; *DISADVANTAGED YOUTH; *EDUCATIONAL GAMES; *EDUCATIONAL OPPORTUNITIES; *LANGUAGE DEVELOPMENT; NEGRO STUDENTS; *SCHOOL INTEGRATION

ABSTRACT - THIS BOOKLET CONTAINS ABSTRACTS OF 62 DOCUMENTS PUBLISHED BY THE JOHNS HOPKINS UNIVERSITY CENTER FOR THE STUDY OF SOCIAL ORGANIZATION OF SCHOOLS FROM SEPTEMBER 1967 TO MAY 1970. THE MAJORITY OF THE DOCUMENTS ARE RESEARCH STUDIES IN THE AREAS OF DESEGREGATION, LANGUAGE DEVELOPMENT, EDUCATIONAL OPPORTUNITY, AND EDUCATIONAL GAMES--MOST OF THEM RELATED TO THE LEARNING OF DISADVANTAGED STUDENTS. SAMPLE TITLES: "THE RELATIVE INFLUENCE OF SCHOOL DESEGREGATION AND CLASSROOM DESEGREGATION ON THE ACADEMIC ACHIEVEMENT OF NINTH GRADE NEGRO STUDENTS," "SUBCULTURAL DIFFERENCES IN CHILDREN'S LANGUAGE DEVELOPMENT," "DIFFERENCES IN THE LANGUAGE OF NEGRO AND WHITE GRADE SCHOOL CHILDREN," "EDUCATIONAL OPPORTUNITY, DEMOCRATIC THEORY AND THE ECONOMICS OF EDUCATIONAL SUBSIDY," "SOCIALIZATION AND GAMES: AN EXPLORATORY STUDY OF RACE DIFFERENCES," "PILOT STUDIES OF ROLE BEHAVIORS IN A PARENT-CHILD SIMULATION GAME." SEVERAL STUDIES DEAL WITH THE DEVELOPMENT OF MEASURES OF CURIOSITY FOR CHILDREN. OTHERS DEAL WITH SUCH MISCELLANEOUS TOPICS AS "THE NON-COURSE INNOVATION IN THE UNDERGRADUATE CURRICULUM" AND "USER'S HANDBOOK FOR COMPUTATION CENTER." AVAILABILITY INFORMATION IS INCLUDED; THOSE NOT AVAILABLE THROUGH THE CENTER ARE AVAILABLE THROUGH ERIC. (JS)

ORD 0991 ED 050 306
GIES, FREDERICK JOHN; LEONARD, B. CHARLES
EDUCATIONAL THEORY AND RESEARCH AND THE TRAINING OF TEACHERS OF THE DISADVANTAGED: A FINAL REPORT - PART VII.

MISSOURI UNIV., COLUMBIA. COLL. OF EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT.
EDRS PRICE MF-$0.65 HC-$6.58
OEG-0-9-354719-1712-725
PUB DATE - 71 190P.

DESCRIPTORS - *ABSTRACTS; *BIBLIOGRAPHIC CITATIONS; CONSORTIA; *DISADVANTAGED YOUTH; EDUCATIONAL RESEARCHERS; *TEACHER EDUCATION; *TEACHER EDUCATORS
IDENTIFIERS - TRAINING TEACHER TRAINERS PROJECT; UNIVERSITY OF MISSOURI

ABSTRACT - AS PART OF A PROGRAM TO DEVELOP AND IMPLEMENT A PROGRAM FOR TRAINING TEACHERS AND TEACHER TRAINERS OF THE UNDERPRIVILEGED, FIVE EDUCATORS PARTICIPATED IN AN EDUCATIONAL RESEARCHERS' CONSORTIUM. AN EDITED VERSION OF THE EDUCATORS' REMARKS AND OBSERVATIONS IS PRESENTED. A BIBLIOGRAPHY AND ABSTRACTS OF LITERATURE IN THE FIELD OF EDUCATION ARE GIVEN. THE ABSTRACTS ARE CATEGORIZED UNDER THE FOLLOWING TOPICS: ATTITUDES OF PARENTS; ENVIRONMENTAL AND CULTURAL EFFECTS; THE DISADVANTAGED STUDENTS; TEACHING LANGUAGE; MOTIVATION; ACHIEVEMENT; ASPIRATION; STUDIES OF THE STUDENTS; COMPENSATORY EDUCATION;

INSERVICE EDUCATION AND TEACHER TRAINING PROGRAMS; AND MISCELLANEOUS. FOR RELATED DOCUMENTS, SEE ED 050 300-305. (DB)

ORD 0993 ED 028 988
WARREN, RICHARD L.
TEACHER ENCOUNTERS: A TYPOLOGY FOR ETHNOGRAPHIC RESEARCH ON THE TEACHING EXPERIENCE.

STANFORD UNIV., CALIF. STANFORD CENTER FOR RESEARCH AND DEVELOPMENT IN TEACHING.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$1.15
OEC-6-10-078 24
BR-5-0252
PUB DATE - MAR 69 21P.RESEARCH AND DEVELOPMENT MEMORANDUM NO. 45, BASED ON A PAPER PRESENTED AT THE AMER. ANTHROPOLOGICAL ASSN. MEETING, SEATTLE, WASHINGT

DESCRIPTORS - PARENT TEACHER CONFERENCES; *TEACHER BEHAVIOR; TEACHER EVALUATION; TEACHER ROLE; *TYPOLOGY

ABSTRACT - A TYPOLOGY OF TEACHER ENCOUNTERS WAS DERIVED FROM OBSERVATIONS OF ELEMENTARY SCHOOL TEACHERS FOR THE PURPOSES OF ORDERING FIELD DATA AND INDICATING TEACHING EXPERIENCES OUTSIDE THE CLASSROOM WHICH AFFECT, THROUGH SOCIOCULTURAL FORCES, CLASSROOM TEACHING BEHAVIOR. FROM OBSERVATIONS OF TEACHER ENCOUNTERS IN THE AUDITORIUM, FACULTY ROOM, SCHOOL GROUNDS, AND OFF-SCHOOL GROUNDS AS WELL AS IN THE CLASSROOM, IT IS HYPOTHESIZED THAT AN INFREQUENT ENCOUNTER OF ONE KIND MAY IN ITS AMBIGUITY STRAIN A TEACHER'S SENSE OF SATISFACTION MORE THAN ANOTHER. ILLUSTRATIVE OF THIS AMBIGUITY WHICH CAN BE PERCEIVED AS A DICHOTOMY (SUCH AS PROFESSIONAL-BUREAUCRATIC OR AUTHORITARIAN-DEMOCRATIC), ARE TEACHER EVALUATIONS AND PARENT-TEACHER RELATIONSHIPS. IT IS POSTULATED THAT ROLE EXPECTATIONS HAVE OBSCURED OR OVERSIMPLIFIED RESEARCH AND THAT INQUIRY INTO THE DICHOTOMIES OF TEACHING WILL LEAD TO MORE USEFUL RESEARCH AND, BECAUSE THEY REFLECT AND REINFORCE VALUES ATTACHED TO TEACHING, PROVIDE REASSURANCE THAT OUR RESEARCH ENDEAVORS ARE CONSISTENT WITH OUR VALUES. (LP)

ORD 0994I ED 049 883
PROCEEDINGS: TENTH AND ELEVENTH INDIAN EDUCATION CONFERENCE 1969 AND 1970.

ARIZONA STATE UNIV., TEMPE. INDIAN EDUCATION CENTER.
EDRS PRICE MF-$0.65 HC-$3.29
ES-BULL-35
PUB DATE - FEB 71 45P.PROCEEDINGS OF INDIAN EDUCATION CONFERENCES (10TH AND 11TH, TEMPE, ARIZONA, 1969 AND 1970)

DESCRIPTORS - ADMINISTRATION; *AMERICAN INDIANS; BILINGUAL EDUCATION; COMMUNITY; *CONFERENCE REPORTS; *ECONOMIC DEVELOPMENT; *EDUCATION; *EDUCATIONAL IMPROVEMENT; FEDERAL PROGRAMS; HEALTH; HIGHER EDUCATION; INNOVATION; LAWS; SCHOOLS; SERVICES

ABSTRACT - PROCEEDINGS ARE PRESENTED OF THE 10TH AND 11TH ANNUAL INDIAN EDUCATION CONFERENCES HOSTED BY ARIZONA STATE UNIVERSITY OF TEMPE. AS REPORTED, THE CONFERENCES WERE CONDUCTED TO FACILITATE ACTIVITIES RELATING TO AMERICAN INDIANS IN THEIR EFFORTS FOR SELF-DETERMINED ADVANCEMENT IN EDUCATION AND IN OTHER AREAS OF LIFE. DRAWING UPON LEADERSHIP OF INDIANS AS WELL AS NON-INDIANS, THE CONFERENCES WERE CONDUCTED WITH A SERIES OF SCHEDULED WORKSHOPS AND PANEL DISCUSSIONS. THE 10TH CONFERENCE, HELD IN MARCH OF 1969, HAD AS ITS THEME "TOOLS TO MEET THE NEW HORIZONS FOR INDIAN EDUCATION." PROCEEDINGS OF THIS CONFERENCE ARE REPORTED UNDER SUCH HEADINGS AS INDIAN HEALTH SERVICES, INDIAN COMMUNITY ACTION PROJECT CONSORTIUM, LOOKING FORWARD IN INDIAN EDUCATION, FEDERAL ASSISTANCE TO PUBLIC SCHOOLS, NATIONAL INDIAN WORKSHOPS ON IN-SERVICE AFFAIRS, ECONOMIC DEVELOPMENT AND HOUSING, AN INNOVATION IN INDIAN EDUCATION, OUR COMMUNITY COLLEGE, NATIONAL INDIAN WORKSHOP ON INDIAN AFFAIRS, AND ADMINISTRATION OF JUSTICE IN TRIBAL COURTS AND SPECIAL PROGRAMS FOR INDIAN LAW STUDENTS. THE 11TH CONFERENCE, HELD IN MARCH OF 1970, HAD AS ITS THEME "UTILIZATION OF EDUCATIONAL TOOLS FOR PROGRESS IN INDIAN EDUCATION." PROCEEDINGS OF THIS CONFERENCE ARE REPORTED UNDER SUCH HEADINGS AS STUDENT MOTIVATION, BILINGUAL EDUCATION AND LOCAL CONTROL OF SCHOOLS, TRIBAL ECONOMIC DEVELOPMENT, INSTRUCTIONAL SERVICES FOR INDIAN SCHOOLS, TEACHER AIDE PROGRAMS, COLLEGE SERVICES OFFERED INDIAN COLLEGE STUDENTS, AND INDIAN MANPOWER DEVELOPMENT. REMARKS BY PANEL LEADERS AND DISCUSSIONS BY PARTICIPANTS ARE INCLUDED IN THE DOCUMENT. (EL)

ORD 0995U ED 042 869
CUBAN, LARRY
TO MAKE A DIFFERENCE: TEACHING IN THE INNER CITY.

DOCUMENT NOT AVAILABLE FROM EDRS.
FREE PRESS, 866 THIRD AVENUE, NEW YORK, N.Y. 10022 ($2.95)
PUB DATE - 70 261P.

DESCRIPTORS - CURRICULUM DESIGN; CURRICULUM DEVELOPMENT; *CURRICULUM PLANNING; *DISADVANTAGED YOUTH; DISCIPLINE POLICY; *INSTRUCTIONAL MATERIALS; RACE RELATIONS; SLUM SCHOOLS; TEACHERS; *TEACHING METHODS; *URBAN SCHOOLS; URBAN UNIVERSITIES

ABSTRACT - THIS BOOK IS A PERSONAL ACCOUNT OF TEACHING EXPERIENCE IN THE INNER CITY SCHOOL, AS WELL AS BEING AN ORGANIZED APPROACH TO IMPROVING TEACHING METHODS. ON THE SCHOOLS AND THE TEACHERS ARE PLACED THE RESPONSIBILITY FOR TEACHING AND FOR REASONABLE ACADEMIC ACHIEVEMENT OF STUDENTS. THE UNDERLYING EDUCATIONAL PHILOSOPHY IS THAT THE INDIVIDUAL TEACHER MUST MATCH THE MATERIALS AND METHODS OF INSTRUCTION TO THE STUDENT. THE TEACHER'S ROLE IN DEVELOPING HIS OR HER OWN UNITS FOR CLASSROOM WORK AND TYPES OF UNITS WHICH HAVE BEEN SUCCESSFUL ARE EMPHASIZED. CHAPTERS THAT DEAL WITH THE TEACHER AS LIAISON WITH THE COMMUNITY, AS INSTRUCTIONAL DECISION MAKER, AND AS CURRICULUM-DEVELOPER SUGGEST A DIFFERENT STYLE AND PROVIDE A DIFFERENT SUBSTANCE TO CLASSROOM TEACHING. ALSO DISCUSSED ARE THE

DIFFERENT LEARNING STYLES OF CHILDREN, WORKABLE APPROACHES, AND SPECIFIC PROBLEMS SUCH AS RACE, DISCIPLINE, AND EXPECTATIONS. (AUTHOR/JW)

ORD 0996 ED 021 379
EGG, MARIA
EDUCATING THE CHILD WHO IS DIFFERENT.

DOCUMENT NOT AVAILABLE FROM EDRS.
THE JOHN DAY COMPANY, INC., 62 WEST 45TH STREET, NEW YORK, NEW YORK 10036 ($4.50).
PUB DATE - APR 66 192P.

DESCRIPTORS - ART; *CURRICULUM; DAY SCHOOLS; *EXCEPTIONAL CHILD EDUCATION; *FAMILY (SOCIOLOGICAL UNIT); LANGUAGE ARTS; MATHEMATICS; *MENTALLY HANDICAPPED; MUSIC; PARENT ATTITUDES; PARENT COUNSELING; PARENT TEACHER COOPERATION; PLACEMENT; RELIGIOUS EDUCATION; RESIDENTIAL SCHOOLS; STUDENT CHARACTERISTICS; TEACHING METHODS

ABSTRACT - INTENDED FOR BOTH PARENTS AND TEACHERS, THE BOOK DISCUSSES THE EDUCATION OF MENTALLY RETARDED CHILDREN. PART 1 CONSIDERS THE RELATIONSHIP OF THE TEACHER TO THE RETARDED CHILD AND HIS FAMILY, HOW EDUCATORS CAN HELP PARENTS, THE IMPORTANCE OF COOPERATION BETWEEN PARENTS AND TEACHERS, CHARACTERISTICS OF MODERATELY RETARDED CHILDREN, AND THE QUESTION OF PLACEMENT IN RESIDENTIAL OR DAY SCHOOLS. PART 2, AFTER DISCUSSING WHETHER THE SCHOOL SHOULD EDUCATE OR TRAIN, HOW THE CHILDREN ARE TO BE TAUGHT, AND WHAT THEY SHOULD LEARN, DEALS WITH THE FOLLOWING CURRICULUM AREAS: PLAY, MUSIC AND RHYTHM, DRAWING AND PAINTING, MANUAL ARTS, NUMBER CONCEPTS AND CALCULATING, READING, AND WRITING. SPECIAL ATTENTION IS GIVEN TO THE WISDOM OF TEACHING ACADEMIC SKILLS, THE LEARNING ENVIRONMENT, AND RELIGIOUS EDUCATION. (DF)

ORD 0997 ED 022 800
BURDIN, JOEL L., ED.
TEACHING THE DISADVANTAGED.

EDRS PRICE MF-$0.25 HC-$2.24
THE TEACHERS COLLEGE JOURNAL; V37 N1 OCT 1965
PUB DATE - OCT 65 54P.

DESCRIPTORS - CHILDHOOD NEEDS; CURRICULUM DEVELOPMENT; *DISADVANTAGED YOUTH; EDUCATIONAL RESPONSIBILITY; ELEMENTARY SCHOOL TEACHERS; HOME VISITS; SOCIAL PSYCHOLOGY; SPECIAL PROGRAMS; TEACHER ATTITUDES; *TEACHER EDUCATION; TEACHER INFLUENCE

ABSTRACT - THIS ENTIRE ISSUE OF AN EDUCATIONAL JOURNAL IS DEVOTED TO TEACHING THE DISADVANTAGED. FOLLOWING THE INTRODUCTORY REMARKS BY A SENATOR FROM INDIANA, THERE ARE ARTICLES ON THE NEEDS OF ALL CHILDREN, THE EDUCATIONAL RESPONSIBILITY AND SOCIOPSYCHOLOGICAL FACTORS SPECIFIC TO THE DISADVANTAGED, AND TWO CURRICULUM PROPOSALS. ALSO INCLUDED ARE PAPERS ON SPECIAL CENTERS FOR THE EDUCATION OF THE DISADVANTAGED, THE ROLE OF THE ELEMENTARY SCHOOL TEACHER, TEACHER SENSITIVITY, AND THE DESIRABILITY OF HOME VISITS BY TEACHERS. (NH)

ORD 0998 ED 029 931
JOHNSON, KENNETH R.
TEACHING CULTURALLY DISADVANTAGED PUPILS (GRADES K-12). UNIT V: TEACHING THE CULTURALLY DISADVANTAGED STUDENT--PART I.

SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILL.
EDRS PRICE MF-$0.25 HC-$1.65
PUB DATE - FEB 67 31P.

DESCRIPTORS - CULTURAL AWARENESS; *DISADVANTAGED YOUTH; EDUCATIONAL CHANGE; *EDUCATIONAL RESEARCH; *INSERVICE TEACHER EDUCATION; *INSTRUCTIONAL MATERIALS; INSTRUCTIONAL PROGRAMS; RESEARCH NEEDS; RESEARCH UTILIZATION; STUDENT CHARACTERISTICS; STUDENT TEACHER RELATIONSHIP; TEACHER CHARACTERISTICS; TEACHER EDUCATION

ABSTRACT - THE FIFTH IN A SERIES OF TEACHER EDUCATION UNITS EMPHASIZES THE SPECIFIC PROBLEMS OF TEACHING DISADVANTAGED STUDENTS. DISCUSSED ARE RESEARCH AND ITS RELATIONSHIP TO CLASSROOM TEACHERS, THE NEED FOR RESEARCH ABOUT PUPILS, THE TEACHER-PUPIL RELATIONSHIP, AND THE INSTRUCTIONAL PROGRAM. ONE SECTION OF THE DOCUMENT IS DEVOTED TO WAYS IN WHICH TEACHERS CAN GAIN KNOWLEDGE AND UNDERSTANDING OF DISADVANTAGED STUDENTS. SUGGESTED METHODS ARE READING, INSERVICE COURSES, AND OBSERVATION IN THE CLASSROOM AND IN THE COMMUNITY. A SUMMARY, QUESTIONS FOR DISCUSSION, AND A BIBLIOGRAPHY ARE INCLUDED. FOR OTHER UNITS IN THIS SERIES SEE UD 005 366, UD 005 367, UD 006 843, UD 007 191, UD 006 841, AND UD 005 472. (NH)

ORDI 1001 ED 017 545
HAUBRICH, VERNON F.
WHO WINS THE GAME, SUCCESSFUL PROGRAMS FOR THE DISADVANTAGED.

DOCUMENT NOT AVAILABLE FROM EDRS.
PUB DATE - 66

DESCRIPTORS - ADMINISTRATOR ATTITUDES; COMMUNITY INVOLVEMENT; *DISADVANTAGED YOUTH; *EDUCATIONAL PROGRAMS; EDUCATIONAL RESEARCH; OBJECTIVES; PARENT PARTICIPATION; *PROGRAM DEVELOPMENT; PROGRAM EVALUATION; SCHOOL ADMINISTRATION; *SLUM SCHOOLS; SOCIAL PSYCHOLOGY; TEACHER ATTITUDES; TEACHER EDUCATION; TEACHER PARTICIPATION
IDENTIFIERS - NEW YORK CITY

ABSTRACT - THE BACKGROUND OF THE FAILURE OF RURAL AND URBAN SLUM SCHOOLS TO PROVIDE SUCCESSFUL PROGRAMS FOR DISADVANTAGED YOUTH IS REVIEWED. A DISCUSSION OF THE SOCIAL-PSYCHOLOGICAL CONDITIONS FOR SUCCESSFUL EFFORTS SHOWS THE IMPORTANCE OF THE INVOLVEMENT OF THE TEACHER, THE PARENT, AND THE COMMUNITY IN THESE PROGRAMS. IT IS FELT THAT ACTIVE TEACHER PARTICIPATION PRESUMES AN OPEN-MINDED AND FLEXIBLE ATTITUDE, WHICH MUST BE SUPPORTED BY ADMINISTRATIVE ENCOURAGEMENT. PROGRAM OBJECTIVES MUST BE CLEARLY DEFINED WITH A MANAGEABLE FOCUS, AND THE EDUCATIONAL POWER STRUCTURE MUST BE PROVIDED WITH EVALUATION AND INFORMATION IN ORDER TO GAIN SUPPORT FOR THE INSTITUTIONALIZATION OF PROGRAMS. A "TYPOLOGY OF SUCCESS" WITH TWO

MAJOR AREAS OF DEVELOPMENT--PROGRAM AND PROCEDURES--IS OFFERED. CRITERIA FOR THE PROGRAM ASPECT SHOULD IDENTIFY THE TARGET POPULATION AND THE APPROPRIATE INSTRUCTIONAL DIVISION WHILE PROCEDURAL CRITERIA SHOULD INDICATE WHAT MATERIALS SHOULD BE USED. SOME EXAMPLES FROM EXPERIENCE WITH THE PRESERVICE PREPARATION OF TEACHERS IN DEPRESSED AREAS IN NEW YORK CITY SCHOOLS ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE TITLE I SUMMER 1966 WORKSHOP FOR DETROIT PUBLIC SCHOOL ADMINISTRATION AT MICHIGAN STATE UNIVERSITY. IT IS TO BE PUBLISHED IN A CHAPTER IN "THE METROPOLITAN SCHOOL SYSTEM AND THE UNIVERSITY--A PATTERN FOR PARTNERSHIP," HERBERT C. RUDMAN (ED.), COLLEGE OF EDUCATION, MICHIGAN STATE UNIVERSITY. (NH)

ORD 1002 VT 011 810
THE TEACHER OF HOME ECONOMICS: REACHING OUT TO THOSE WE TEACH.

HOME ECONOMICS EDUCATION ASSOCIATION, WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
HOME ECONOMICS EDUCATION ASSOCIATION, NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C. ($1.50).
PUB DATE - MAY64 32P.

DESCRIPTORS - *HOME ECONOMICS TEACHERS; *TEACHER ATTITUDES; *TEACHING TECHNIQUES; *STUDENT NEEDS; *DISADVANTAGED GROUPS; HOME ECONOMICS EDUCATION

ABSTRACT - TO DETERMINE HOW TEACHERS CAN EFFECTIVELY GUIDE STUDENTS IN MEETING THEIR NEEDS, INQUIRIES WERE SENT TO OVER 200 HOME ECONOMICS TEACHERS, MOST OF WHOM WERE VOCATIONAL EDUCATORS WORKING IN SPECIAL PROGRAMS WITH DISADVANTAGED YOUTH AND ADULTS. THIS PUBLICATION CONTAINS EXCERPTS FROM 11 RESPONSE LETTERS, MOST BEGINNING WITH A DESCRIPTION OF THE COMMUNITY, SCHOOL, AND STUDENTS, FOLLOWED BY IDEAS AND ATTITUDES ABOUT HELPING STUDENTS. SOME OF THE LETTERS PARTICULARLY REVEAL WHAT THE MAJORITY OF HOME ECONOMICS TEACHERS FEEL FOR THEIR STUDENTS--WARM AFFECTION, CONCERN, UNDERSTANDING, AND ACCEPTANCE. (SB)

ORD 1003U
RIESSMAN, FRANK
HELPING THE DISADVANTAGED PUPIL TO LEARN MORE EASILY. SUCCESSFUL SCHOOL MANAGEMENT SERIES.

PRENTICE-HALL, INC., ENGLEWOOD CLIFFS, N.J. ($2.25)
PUB DATE - 66 83P.

DESCRIPTORS - *DISADVANTAGED YOUTH; URBAN SCHOOLS; *TEACHING TECHNIQUES; URBAN TEACHING; EDUCATIONAL DEVELOPMENT; TEACHING STYLES; TEACHING METHODS; *INSTRUCTIONAL INNOVATION; VERBAL ABILITY; ROLE PLAYING; TEACHER CHARACTERISTICS; INSERVICE EDUCATION; FAMILY SCHOOL RELATIONSHIPS; PARENT PARTICIPATION; INTEGRATION METHODS; *LEARNING ACTIVITIES

ABSTRACT - THE SCHOOL AND ITS STAFF ARE KEY ELEMENTS IN PREVENTING AND OVERCOMING EDUCATIONAL RETARDATION AND DISADVANTAGEMENT. WHILE NOT IGNORING OR BELITTLING THE DATA ON EARLY EXPERIENTIAL DEPRIVATION AND ITS CONSEQUENCES FOR COGNITIVE AND PERCEPTUAL DEVELOPMENT, THE AUTHOR MAINTAINS THAT THESE DATA CAN BE INTERPRETED DIFFERENTLY AND THAT THERE ARE STRENGTHS IN THE LIFESTYLE OF THE DISADVANTAGED POPULATION THAT CAN BE CAPITALIZED ON IN BUILDING A STRONG AND EFFECTIVE EDUCATIONAL PROGRAM. THIS BOOKLET COUNSELS TEACHERS TO ATTUNE THEMSELVES TO THESE PLUS VALUES IN THE DISADVANTAGED CHILD'S CULTURE AND TO GEAR THEIR TEACHING STRATEGIES TO THESE EXISTING POTENTIALS. THE PROPOSALS PROVIDE LEADS THROUGH WHICH ADMINISTRATORS AND TEACHERS CAN BECOME DIAGNOSTICIANS AND INNOVATORS. THE SCHOOLS SHOULD BE AIMING HIGHER AND ACHIEVING MORE BY FINDING BETTER WAYS OF INSTILLING LEARNING-HOW-TO-LEARN SKILLS AND BY ALTERING CONVENTIONAL METHODS OF LANGUAGE INSTRUCTION. THE INTRODUCTION OF "HIP" LANGUAGE MATERIALS AND ROLE PLAYING MAY CLEAR SOME AVENUES TO FULLER VERBAL DEVELOPMENT. THE BOOKLET IS A PRACTICAL CATALOGING OF TEACHING PRACTICES FOR URBAN SCHOOLS. (AUTHOR/DP)

ORD 1004 ED 013 698
FORBES, JACK D.
THE EDUCATION OF THE CULTURALLY DIFFERENT, A MULTI-CULTURAL APPROACH.

FAR WEST LAB. FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, BERKELEY, CALIF.
EDRS PRICE MF-$0.25 HC-$1.64
OEC-4-7-062931-3064 24
BR-6-2931
PUB DATE - 67 41P.

DESCRIPTORS - ACCULTURATION; AMERICAN INDIANS; ANGLO AMERICANS; *CULTURAL AWARENESS; *CULTURAL BACKGROUND; *CULTURAL DIFFERENCES; *CULTURAL DISADVANTAGEMENT; CULTURAL FACTORS; CULTURAL PLURALISM; CULTURE CONFLICT; ENGLISH (SECOND LANGUAGE)

ABSTRACT - THE CULTURALLY DIFFERENT PUPIL IS DISTINGUISHED FROM THE CULTURALLY DISADVANTAGED IN THIS ESSAY. THE SINGLE-CULTURAL ORIENTATION OF MOST AMERICAN SCHOOLS HAS CREATED EDUCATIONAL DISADVANTAGES FOR MANY STUDENTS. THE CULTURALLY DIFFERENT STUDENT WHO DOESN'T FIT INTO THE MONO-CULTURAL SCHOOL RETALIATES BY WITHDRAWAL, WHEREUPON HE IS LABELED AS CULTURALLY DEPRIVED, AND MORE PROGRAMS OF A MONO-CULTURAL ORIENTATION ARE DIRECTED TOWARD HIM. THE AUTHOR SEES THE MONO-CULTURAL SCHOOL IN A MULTI-CULTURAL SOCIETY AS UNREALISTIC AND DESTINED TO CONTINUE TO PRODUCE FAILURES AMONG CULTURALLY DIFFERENT STUDENTS. THE REMEDY, IN THE FORM OF MULTI-CULTURAL, REGIONALLY RELEVANT SCHOOLS, IS ADVOCATED. THESE SCHOOLS SHOULD BE RESPONSIVE TO THE DIFFERENT CULTURAL HERITAGE, THE DIFFERENT LANGUAGE, AND THE CULTURAL ASSETS OF THE RESPECTIVE COMMUNITIES THEY SERVE. A BIBLIOGRAPHICAL ESSAY PRESENTS SOURCES ON THE EDUCATION OF CULTURALLY DIFFERENT AND LOW-INCOME GROUPS AND SOURCES DEALING WITH THE EFFECTS OF CONQUEST, COLONIALISM, AND CULTURE CHANGE. (SF)

ORD 1005
GANSTEIN, ALLAN C.; VAIRO, PHILIP D.
HOW TO TEACH DISADVANTAGED YOUTH.

DAVID MCKAY CO., INC., NEW YORK, N.Y.
PUB DATE - 69 436P.

DESCRIPTORS - *DISADVANTAGED YOUTH; *TEACHING TECHNIQUES; *FAILURE FACTORS; *TEACHER EDUCATION; SLUM ENVIRONMENT; CULTURALLY DISADVANTAGED; ACADEMIC FAILURE; SLUM SCHOOLS; *TEACHER EDUCATOR EDUCATION; DISCIPLINE POLICY; AMERICAN ENGLISH; CURRICULUM; SECOND LANGUAGE LEARNING; LEARNING ACTIVITIES; TEACHER MORALE; INTEGRATION EFFECTS; COMPENSATORY EDUCATION; DECENTRALIZATION

ABSTRACT - THIS BOOK CONSISTS OF ESSAYS WRITTEN BY 27 CONTRIBUTING AUTHORS. THERE IS A WEALTH OF LITERATURE CONCERNING THE PSYCHOSOCIAL FACTORS RELATED TO THE PROBLEMS OF THE DISADVANTAGED BUT LITTLE IS AVAILABLE THAT FILLS THE GAP BETWEEN THAT KNOWLEDGE AND ITS IMPLEMENTATION IN THE CLASSROOM. THIS BOOK FOCUSES ON THE HOW APPROACH IN TEACHING DISADVANTAGED YOUTH. IT ATTEMPTS TO ANSWER THREE KEY QUESTIONS: (1) WHY DO TEACHERS OF DISADVANTAGED YOUTH FAIL? (2) HOW CAN TEACHERS OF DISADVANTAGED YOUTH SUCCEED? (3) WHAT PREPARATION DO TEACHERS OF DISADVANTAGED YOUTH NEED? THE DISADVANTAGED CHILD'S ALIENATION TOWARD SCHOOL IS NOTED AS ONE OF THE MAJOR TRAGEDIES OF AMERICAN EDUCATION. THE REASONS BEHIND THIS PROBLEM ARE EXPLORED IN-DEPTH. TEACHER SUCCESS IN WORKING WITH DISADVANTAGED YOUTH IS DISCUSSED IN TERMS OF (1) TECHNIQUES AND FUNDAMENTALS OF TEACHING, (2) DICIPLINE PRACTICES, (3) CURRICULUM, (4) STANDARD ENGLISH AS A SECOND DIALECT, (5) CREATING CONDITIONS FOR LEARNING, (6) TEACHER MORALE, (7) THE INTEGRATION-COMPENSATORY EDUCATION CONTROVERSY, (8) SCHOOL DECENTRALIZATION, AND (9) DEVELOPING ALTERNATE STRATEGIES FOR A LEARNING ENVIRONMENT. THE FINAL SECTION OF THE BOOK EXAMINES THE ROLE OF TEACHER-TRAINING INSTITUTIONS IN THE PREPARATION OF TEACHERS FOR THE POOR. (DP)

ORD 1022
WERNIMONT, PAUL F., AND OTHERS
COMPARISON OF SOURCES OF PERSONAL SATISFACTION AND OF WORK MOTIVATION.

JOURNAL OF APPLIED PSYCHOLOGY; V54 N1 PP95-102 1970
PUB DATE - 70

DESCRIPTORS - *JOB SATISFACTION; *TASK PERFORMANCE; SCIENTISTS; SUBPROFESSIONALS; *WORK ATTITUDES; DECISION MAKING; *MOTIVATION; PARTICIPANT SATISFACTION

ABSTRACT - A STUDY WAS CONDUCTED WITH A SAMPLE OF 775 SCIENTISTS AND TECHNICIANS TO DETERMINE WHAT JOB FACTORS AFFECT TECHNICAL EMPLOYEES' JOB EFFORT AND JOB SATISFACTION. PERSONAL SATISFACTION FACTORS RANKING HIGHEST INCLUDED: (1) PERSONAL ACCOMPLISHMENT, (2) PRAISE FOR GOOD WORK, (3) GETTING ALONG WITH CO-WORKERS, (4) COMPANY LOCATION, AND (5) RECEIVING CREDIT FOR IDEAS. THE IMPORTANT MOTIVATIONAL OR JOB EFFORT FACTOR INCLUDED: (1) KNOWING WHAT IS EXPECTED ON ONE, (2) HAVING A CAPABLE SUPERVISOR, (3) HAVING CHALLENGING WORK AND RESPONSIBILITY, AND (4) BEING KEPT INFORMED AND PARTICIPATING IN DECISIONS. (DP)

ORD 1023
TEACHERS MOLD EIGHTH GRADERS' BEHAVIOR WITH MASSIVE PRAISE.

REPORT ON EDUCATION RESEARCH; V2 N17 PP8-10
PUB DATE - 19AUG70

DESCRIPTORS - DISADVANTAGED YOUTH; *GRADE 8; *BEHAVIOR CHANGE; GROUP BEHAVIOR; *BEHAVIOR PROBLEMS; TEACHER BEHAVIOR; STUDENT BEHAVIOR; *POSITIVE REINFORCEMENT; MOTIVATION; *TEACHING TECHNIQUES

ABSTRACT - REACTION OF DISADVANTAGED EIGHTH GRADERS TO MASSIVE DOSES OF PRAISE, EVEN UNDESERVED PRAISE, FROM THEIR TEACHERS HAS RAISED THE POSSIBILITY THAT THE TECHNIQUE MIGHT WORK WITH OLDER STUDENTS WHO PRESENT DISCIPLINE PROBLEMS. WHILE THE RESEARCH TEAM HOPED THE TARGET STUDENTS WOULD REACT WELL TO CONTINUAL PRAISE FOR SPECIFIC ACCOMPLISHMENTS OF EVEN THE SLIGHTEST MERIT, THEY WERE SURPRISED TO FIND THAT THE TARGET STUDENTS AND ENTIRE CLASSROOMS OF STUDENTS IN WHICH THE EXPERIMENT WAS CONDUCTED REACTED WELL TO IRRELEVANT EXPRESSIONS OF APPROVAL FROM THE TEACHER, DIRECTED AT NO PARTICULAR ACCOMPLISHMENT. ANOTHER INTERESTING FINDING WAS THAT THE MORE A STUDENT RECEIVED ADVERSE ATTENTION FROM THE TEACHER FOR MISCONDUCT, THE MORE HE MISBEHAVED. NOT ONLY DOES THE TEACHER INCREASE HIS TEACHING EFFICIENCY BY IGNORING INAPPROPRIATE BEHAVIOR AND PRAISING OR PAYING ATTENTION TO EVERY OTHER BEHAVIOR, HE ALSO REINFORCES HIS POTENTIAL WITH THEM BECAUSE THE STUDENTS' ATTITUDES BECOME FAVORABLE TOWARD THE TEACHER. THE REPORT DOES NOT SAY WHETHER ANY TARGET STUDENTS WERE SENT TO THE PRINCIPAL'S OFFICE, OR PUNISHED IN SOME OTHER WAY, DURING THE EXPERIMENTAL SECTIONS CONCENTRATING ON PRAISE. GUIDELINES ARE GIVEN FOR WHAT TO PRAISE AND WHAT NOT TO PRAISE. SEVERAL RECOMMENDATIONS ARE PROVIDED FOR FURTHER RESEARCH EFFORTS. (DP)

ORD 1024 ED 042 012
WILSON, JERUSA C., AND OTHERS
AN ASSESSMENT OF TECHNICAL ASSISTANCE AND TRAINING NEEDS IN NEW CAREERS PROJECTS BEING SPONSORED BY THE UNITED STATES TRAINING AND EMPLOYMENT SERVICE.

UNIVERSITY RESEARCH CORP., WASHINGTON, D.C.
MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C. U.S. TRAINING AND EMPLOYMENT SERVICE.
EDRS PRICE MF-$0.50 HC-$6.25
NATIONAL INSTITUTE FOR NEW CAREERS, UNIVERSITY RESEARCH CORPORATION, 4301 CONNECTICUT AVENUE, N.W., WASHINGTON, D.C. 20008 ($5.00)
PUB DATE - JUL 69 123P.

DESCRIPTORS - CAREER OPPORTUNITIES; EDUCATIONALLY DISADVANTAGED; EMPLOYMENT

OPPORTUNITIES; *FEDERAL PROGRAMS; *JOB DEVELOPMENT; ON THE JOB TRAINING; *POVERTY PROGRAMS; *PROGRAM EFFECTIVENESS; PROMOTION (OCCUPATIONAL); *UNEMPLOYED
IDENTIFIERS - *NEW CAREERS

ABSTRACT - THE NEW CAREERS CONCEPT INVOLVES HELPING THE DISADVANTAGED TO HELP THEMSELVES, BY OFFERING THEM ENTRY LEVEL JOBS WITH THE OPPORTUNITY FOR ADVANCEMENT TO THE PROFESSIONAL LEVEL. A DEFINITE HIERARCHY IS ESTABLISHED ACCORDING TO TASKS AND EDUCATIONAL REQUIREMENTS, AND TRAINING IS PROVIDED DURING THE WORK DAY TO PROVIDE THE MEANS FOR ADVANCEMENT. THE PURPOSE OF THIS STUDY OF THE STRENGTHS AND WEAKNESSES OF THE NEW CAREERS PROGRAM IS TO PERMIT MORE ACCURATE DETERMINATION OF THE PROGRAM'S NEEDS BY THE DEPARTMENT OF LABOR. MAJOR ACHIEVEMENTS OF THE PROGRAM INCLUDE: (1) HIGH RETENTION RATE, (2) SUBSTANTIAL SALARY GAINS BY PARTICIPANTS, (3) ACCURACY IN REACHING TARGET POPULATION, (4) DEVELOPMENT OF PUBLIC SERVICES JOBS, (5) ASSISTANCE FROM INSTITUTIONS OF HIGHER EDUCATION, WITH MANY PARTICIPANTS RECEIVING COLLEGE CREDIT, (6) SUCCESS IN DEVELOPING CAREER LADDERS, (7) PARTICIPATION OF LOCAL EMPLOYING AGENCIES, AND (8) FAVORABLE REACTIONS BY PARTICIPANTS. HOWEVER, SOME OF THE PROJECTS STUDIED HAD PROBLEMS IN THESE AREAS, AND IN OTHER AREAS, SUCH AS LOW ENTRY-LEVEL SALARIES, LACK OF MALE ENROLLEES, AND INSUFFICIENT TRAINING OF BOTH PARTICIPANTS AND STAFF. THE REPORT EMPHASIZED THAT THE PROGRAM IS A DEMONSTRATION PROJECT AND SHOULD CONTINUE TO BE FUNDED IN ORDER TO REACH ITS POTENTIAL. (BH)

ORD 1025
HAWK, TRAVIS
A NEGLECTED ASPECT OF TEACHER EDUCATION FOR THE DISADVANTAGED.

JOURNAL OF TEACHER EDUCATION; V14 PP422-446
PUB DATE - 68 WINTER

DESCRIPTORS - *LEARNING THEORIES; *MOTIVATION; *REINFORCEMENT; TEACHING TECHNIQUES; TEACHER EDUCATION; *DISADVANTAGED YOUTH; CULTURALLY DISADVANTAGED; *SOCIAL DIFFERENCES; REINFORCERS

ABSTRACT - REINFORCEMENT IS THE ESSENTIAL THEORY FOR PROSPECTIVE TEACHERS OF THE CULTURALLY DISADVANTAGED YOUTH TO MASTER AND PUT INTO PRACTICE, AS IT PROVIDES THE MAJOR AVENUE THROUGH WHICH THESE YOUTH MAY BE MOTIVATED TO LEARN. SEVEN RESEARCH STUDIES COMPLETED SINCE 1959 SUPPORT THE HYPOTHESES THAT THE EFFECTIVENESS OF REINFORCERS DIFFERS FROM ONE SOCIAL STATUS TO ANOTHER. FOR A MIDDLECLASS CHILD, A NONMATERIAL INCENTIVE IS AS EFFECTIVE AS A MATERIAL INCENTIVE, BUT FOR A LOWER CLASS CHILD, A MATERIAL INCENTIVE IS MORE EFFECTIVE AND MORE POWERFUL. (DP)

ORD 1027 ED 048 405
RADCLIFFE, DONALD V., AND OTHERS
MOTIVATION AND THE DISADVANTAGED TRAINEE: A MANUAL FOR INSTRUCTORS.

BUREAU OF ADULT, VOCATIONAL , AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.
OE-37068
SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (GPO HE 5.237:37068, $.60)
PUB DATE - 70 60P.

DESCRIPTORS - DISADVANTAGED ENVIRONMENT; EARLY EXPERIENCE; *ECONOMICALLY DISADVANTAGED; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT PROBLEMS; INDIVIDUAL DEVELOPMENT; INDUSTRIAL TRAINING; INSTRUCTIONAL MATERIALS; JOB TRAINING; *MOTIVATION; *MOTIVATION TECHNIQUES; REINFORCEMENT; *TEACHING METHODS; TRAINEES; *TRAINING

ABSTRACT - CHAPTER ONE OF THIS MANUAL INCLUDES A DEFINITION OF "DISADVANTAGEMENT," AND DISCUSSION OF IMPLICATIONS FOR MANPOWER REQUIREMENTS, DISTRIBUTION OF THE DISADVANTAGED, EMPLOYMENT CONDITIONS AND OUTLOOK, EARLY ENVIRONMENT, PREDOMINANT ACQUIRED CHARACTERISTICS, AND RESPONSE TO TRAINING. CHAPTER TWO DISCUSSES CONCEPTS OF MOTIVATION, INCLUDING DRIVES, INCENTIVES, THREAT, STRESS, AND REINFORCEMENT. CHAPTER THREE, "TRAINEE MOTIVATION," DISCUSSES THE TRAINEE AND THE TRAINING ENVIRONMENT, BASIC MOTIVATORS, INCENTIVES AND RESPONSES, AND STIMULATING MOTIVATED ACTION. CHAPTER FOUR, "INSTRUCTIONAL METHODS, TECHNIQUES, AND MATERIALS," CONSIDERS SELECTED INSTRUCTIONAL METHODS, SPECIAL TECHNIQUES, AND INSTRUCTIONAL MATERIALS. CHAPTER FIVE DISCUSSES MOTIVATION POTENTIALS, MOTIVATION IN EXPLORATORY TRAINING, MOTIVATION IN SKILL TRAINING, AND PRACTICAL EXAMPLES. CHAPTER SIX, "OCCUPATIONAL GROWTH," INCLUDES DISCUSSIONS OF THE NEED FOR GROWTH THROUGH CONTINUING EDUCATION, STIMULATING DESIRE FOR GROWTH, REWARDS OF GROWTH, AND LIFE GOALS AS MOTIVATORS. REFERENCES AND A BIBLIOGRAPHY ARE INCLUDED. (JM)

ORD 1028 ED 039 619
KLAUSMEIER, HERBERT J., AND OTHERS
A SYSTEM OF INDIVIDUALLY GUIDED MOTIVATION. PRACTICAL PAPER NUMBER 9.

WISCONSIN UNIV., MADISON. RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BUREAU OF RESEARCH.
EDRS PRICE MF-$0.25 HC-$1.75
OEC 5-10-154 24
BR 5-0216
PUB DATE - JAN 70 33P.

DESCRIPTORS - *BEHAVIOR; *ELEMENTARY SCHOOL STUDENTS; *INDIVIDUAL DIFFERENCES; *INDIVIDUALIZED PROGRAMS; *MOTIVATION; RESEARCH

ABSTRACT - THE PURPOSE OF THIS PAPER IS TO DESCRIBE A SYSTEM OF INDIVIDUALLY GUIDED MOTIVATION WHICH IS DIRECTLY TIED TO A TOTAL SYSTEM OF INDIVIDUALLY GUIDED EDUCATION. IN THE SYSTEM OF MOTIVATION, THE CHILD'S ENTERING CHARACTERISTICS ARE ASSESSED, MOTIVATIONAL OBJECTIVES IN THE FORM OF DESIRED BEHAVIORS ARE SET FOR EACH CHILD, A

PROGRAM DESIGNED TO GENERATE AND MAINTAIN A DESIRED LEVEL OF MOTIVATION FOR EACH CHILD IS CARRIED OUT, AND FINALLY THE CHILD'S MOTIVATIONAL PROGRESS IS ASSESSED. THE COMPONENTS OF THE SYSTEM OF INDIVIDUALLY GUIDED MOTIVATION DESCRIBED IN THIS PAPER INCLUDE A STATEMENT OF BEHAVIORS INDICATIVE OF MOTIVATION, A LIST OF MOTIVATIONAL PRINCIPLES BASED ON THEORY AND RESEARCH AND INSTRUCTIONAL GUIDES BASED ON THESE PRINCIPLES, DESCRIPTIONS OF PROCEDURES FOR ASSESSING MOTIVATION, AND FINALLY DESCRIPTIONS OF STUDENT AND TEACHER ACTIVITIES WHICH CAN BE CARRIED OUT TO IMPLEMENT THE PRINCIPLES OF MOTIVATION. THE MOTIVATIONAL ACTIVITIES ARE USUALLY DIRECTLY TIED TO THE INSTRUCTIONAL PROGRAM IN VARIOUS CURRICULUM AREAS AND INCLUDE LARGE GROUP CLASS SIZE GROUP, SMALL GROUP, AND ONE TO ONE ACTIVITIES. (AUTHOR)

ORD 1041
HILLIARD, ASA G.
CROSS CULTURAL TEACHING.

JOURNAL OF TEACHER EDUCATION; V18 N1 PP 32-39 SPR 1967
PUB DATE - 67

DESCRIPTORS - *CROSS CULTURAL STUDIES; CULTURAL DIFFERENCES; CULTURE CONFLICT; CULTURAL INTERRELATIONSHIPS; *INTERCULTURAL PROGRAMS; *TEACHING TECHNIQUES; *DISADVANTAGED YOUTH

ABSTRACT - NUMEROUS DIFFERENCES EXIST BETWEEN THE TEACHER AND THE DISADVANTAGED YOUTH WITH REGARD TO COMMUNICATION PATTERNS, CULTURAL VALUES, AND ABSTRACT VERSUS CONCRETE VISUAL PATTERNS. THIS ARTICLE SUGGESTS THAT CROSS CULTURAL TEACHING WILL HELP BOTH THE TEACHER AND THE STUDENT IN OVERCOMING THESE DIFFERENCES. SOME PRINCIPLES OF CROSS CULTURAL TEACHING INCLUDE: (1) TAKE NOTHING FOR GRANTED INCLUDING THE STUDENT'S COMMUNICATION SKILLS, VALUES, AND FEELINGS, (2) DEVELOP UNDERSTANDING AND RESPECT, (3) EXPECT TO ADAPT AND CREATE--DON'T USE EXPERTISE AS A COAT OF ARMOR--BE A CO-LEARNER, (4) BE A CO-WORKER, (5) BE USEFUL TO THE HOST CULTURE BECAUSE OF SKILLS AND EXPERIENCE--NOT PHILOSOPHY OF LIFE, (6) LEAVE THE HOST FREE TO ACCEPT OR REJECT WHAT IS OFFERED, (7) BECOME INTIMATELY INVOLVED, AND (8) BECOME IDENTIFIED AS PART OF THE COMMUNITY. (DP)

ORD 1042
BELLACK, ARNO A., AND OTHERS
THE LANGUAGE OF THE CLASSROOM.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

TEACHER COLLEGE PRESS, COLUMBIA UNIV., NEW YORK, N.Y.
PUB DATE - 66 274P.

DESCRIPTORS - *CLASSROOM COMMUNICATION; *CLASSROOM RESEARCH; CLASSROOM TECHNIQUES; STUDENT BEHAVIOR; TEACHER BEHAVIOR; LINGUISTIC PATTERNS; LINGUISTIC PERFORMANCE; *ORAL COMMUNICATION; TEACHING METHODS; *TEACHING PROCEDURES

ABSTRACT - THE RESULTS OF A 3-YEAR RESEARCH STUDY DEALING WITH THE COMPLEXITY OF EVENTS THAT OCCUR IN THE CLASSROOM ARE PRESENTED IN AN ANALYTICAL RATHER THAN A CLINICAL FORM. THE POPULATION FOR THE STUDY WAS TAKEN FROM SEVEN NEW YORK CITY HIGH SCHOOLS. THE PURPOSE OF THE RESEARCH WAS TO STUDY THE TEACHING PROCESS THROUGH AN ANALYSIS OF THE LINGUISTIC BEHAVIOR OF TEACHERS AND STUDENTS IN THE CLASSROOM. THE ANALYSIS OF CLASSROOM DISCOURSE WAS BASED ON A SYSTEM OF CATEGORIES DEVISED TO DESCRIBE THE VERBAL PERFORMANCE OF TEACHERS AND STUDENTS. PROTOCOLS OF CLASSROOM DISCOURSE WERE ANALYZED IN TERMS OF PEDAGOGICAL MOVES, TEACHING CYCLES, AND VARIOUS CATEGORIES OF LEARNING. PEDAGOGICAL MOVES ARE CLASSIFIED AS EITHER (1) STRUCTURING, (2) SOLICITING, (3) RESPONDING, OR (4) REACTING. THESE FOUR CATEGORIES PROVIDED THE BASIC CODING SYSTEM FOR ANALYZING CLASSROOM DISCOURSE. THE FINAL CHAPTER SUMMARIZES THE FINDINGS BY OUTLINING RULES FOR THE LANGUAGE GAME OF TEACHING IN TERMS OF THE FOUR PEDAGOGICAL MOVES AND THE TEACHING CYCLES. (DP)

ORD 1043 ED 037 375
KOFF, ROBERT H.; FELDMAN, DAVID H.
SYSTEMATIC CHANGES IN ADULT WORD-ASSOCIATION NORMS 1910-1967: IMPLICATIONS FOR THE LANGUAGE OF THE CLASSROOM.

STANFORD UNIV., CALIF. STANFORD CENTER FOR RESEARCH AND DEVELOPMENT IN TEACHING.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BUREAU OF RESEARCH.
EDRS PRICE MF-$0.25 HC-$0.80
OEC-6-10-078
RM-28 BR-5-0252
PUB DATE - APR 68 14P.PAPER PRESENTED AT THE AMERICAN PSYCHOLOGICAL ASSOCIATION MEETING, SAN FRANCISCO, SEPTEMBER 1968

DESCRIPTORS - *EDUCATION MAJORS; *LANGUAGE PATTERNS; *VERBAL STIMULI; *WORD LISTS

ABSTRACT - WORD ASSOCIATIONS TO 51 STIMULUS WORDS SELECTED FROM THE KENT AND ROSANOFF STIMULUS LIST WERE OBTAINED FROM 110 GRADUATE AND 75 UNDERGRADUATE TEACHER TRAINEES. ASSOCIATIONS WERE ANALYZED SO THAT COMPARISONS BETWEEN TEACHER-TRAINEE ASSOCIATIONS AND SEVERAL ADULT NORMATIVE COLLECTIONS COULD BE MADE. RESPONSE HOMOGENEITY WAS FOUND TO INCREASE SIGNIFICANTLY FROM 1910 TO 1967, AND UNDERGRADUATE SS WERE FOUND TO HAVE SIGNIFICANTLY MORE RESPONSE HOMOGENEITY THAN GRADUATE SS. TEACHER TRAINEES DEMONSTRATED A HIGH DEGREE OF RESPONSE HOMOGENEITY TO THE LIST OF STIMULUS WORDS, ALTHOUGH THEY ARE NOT SIGNIFICANTLY DIFFERENT IN THEIR ASSOCIATIVE HABITS FROM OTHER ADULT POPULATIONS. FUTURE RESEARCH SHOULD EXAMINE THE POSSIBLE EFFECTS THAT RESPONSE HOMOGENEITY MAY HAVE ON THE LANGUAGE USED IN THE CLASSROOM. (AUTHOR/JS)

ORD 1044 ED 037 399
HEATH, ROBERT W.
THE ABILITY OF WHITE TEACHERS TO RELATE TO BLACK STUDENTS AND TO WHITE STUDENTS.

STANFORD UNIV., CALIF. STANFORD CENTER FOR RESEARCH AND DEVELOPMENT IN TEACHING.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$0.25 HC-$1.00
DEC-6-10-078 24
TR-10 BR 5-0252
PUB DATE - FEB 70 18P.

DESCRIPTORS - *CAUCASIAN STUDENTS; HIGH SCHOOL STUDENTS; *NEGRO STUDENTS; RACE RELATIONS; *STUDENT TEACHER RELATIONSHIP; TEACHER CHARACTERISTICS; *TEACHERS; TEACHING STYLES

ABSTRACT - A STUDY WAS CONDUCTED TO ANSWER TWO QUESTIONS: IS THE STUDENT-PERCEIVED ABILITY OF WHITE TEACHERS TO RELATE TO STUDENTS A FUNCTION OF THE ETHNIC BACKGROUND OF THE STUDENT GROUP? ARE DIFFERENT CHARACTERISTICS OF TEACHING STYLE ASSOCIATED WITH WHITE TEACHERS' ABILITY-TO-RELATE TO STUDENT GROUPS OF DIFFERING ETHNIC BACKGROUND? BLACK AND WHITE HIGH SCHOOL STUDENTS, 50 EACH, VIEWED AND RATED VIDEOTAPES OF 50 WHITE INTERN TEACHERS PRESENTING A 5- TO 7-MINUTE LESSON ON "BLACK POWER." EACH INTERN WAS RATED ON ABILITY-TO-RELATE AND ON SEVEN CHARACTERISTICS OF TEACHING STYLE. FINDINGS: WHITE STUDENTS, ON THE AVERAGE, RATED TEACHERS HIGHER ON ABILITY-TO-RELATE THAN DID BLACK ONES, ALTHOUGH 13 OF THE 50 WERE RATED MORE FAVORABLY BY BLACK STUDENTS. RATINGS OF TEACHERS BY STUDENTS IN THE TWO GROUPS WERE NOT SIMILAR. ON ABILITY-TO-RELATE AND ON THREE TEACHING STYLE CHARACTERISTICS THE CORRELATIONS OF RATINGS BETWEEN RACIAL GROUPS WERE NEGATIVE. THE SAME TEACHER WAS VIEWED QUITE DIFFERENTLY, RELATIVE TO THE OTHER TEACHERS, IN THE TWO GROUPS. SEVEN OF THE 14 CORRELATIONS BETWEEN SCORES ON ABILITY-TO-RELATE AND THE TEACHING STYLE CHARACTERISTICS WERE STATISTICALLY SIGNIFICANT. CONCLUSIONS: THE ABILITY OF TEACHERS TO RELATE TO STUDENTS IS LIKELY TO VARY SUBSTANTIALLY AS A FUNCTION OF THE ETHNIC BACKGROUND OF THE STUDENT GROUP. CHARACTERISTICS OF TEACHING STYLE CONTRIBUTE TO ABILITY-TO-RELATE DIFFERENTIALLY IN STUDENT GROUPS OF DIFFERING ETHNIC BACKGROUND. (JS)

ORD 10450 ED 041 082
GRNSTEIN, ALLAN C., ED.
EDUCATING THE DISADVANTAGED: SCHOOL YEAR 1969-1969, VOLUME 1, PART 1; VOLUME 1, PART 2.

DOCUMENT NOT AVAILABLE FROM EDRS.
AMS PRESS, INC., NEW YORK, N.Y. 10003 ($10.50)
PUB DATE - 70 765P.

DESCRIPTORS - COMPENSATORY EDUCATION; DISADVANTAGED YOUTH; EDUCATIONAL OPPORTUNITIES; *EQUAL EDUCATION; MOTIVATION; NEGRO EDUCATION; *NEGRO STUDENTS; ORGANIZATIONAL CHANGE; RACIAL FACTORS; SCHOOL ORGANIZATION; SELF ESTEEM; SOCIAL FACTORS; *STUDENT CHARACTERISTICS; *URBAN ENVIRONMENT; *URBAN SCHOOLS

ABSTRACT - THIS YEARBOOK IS A COMPILATION OF JOURNAL AND MAGAZINE ARTICLES WITH AN INTERDISCIPLINARY APPROACH TOWARD THE PROBLEM OF EDUCATING THE DISADVANTAGED. THE READINGS ARE CONSIDERED AS SUPPLEMENTARY REFERENCE MATERIAL DESIGNED FOR PROFESSORS, SCHOOL ADMINISTRATORS, CIVIL RIGHTS WORKERS, AND OTHER INTERESTED INVESTIGATORS WHO OFTEN LACK SUFFICIENT TIME TO KEEP UP WITH EXISTING AND PROLIFERATING LITERATURE ON THE DISADVANTAGED. THE ORGANIZATION OF THE READINGS IS IN FIVE PARTS: "SOCIO-PSYCHOLOGICAL FACTORS AFFECTING THE DISADVANTAGED," FOCUSING ON SELF PERCEPTIONS, PSYCHOLOGICAL MOTIVATION, PERSONALITY INFLUENCES, EARLY EDUCATION, AND INTELLIGENCE MEASUREMENT; "PERSPECTIVE FOR TEACHING THE DISADVANTAGED," INCLUDING TEACHING METHODS AND TECHNIQUES, AND DISCIPLINE IMPROVEMENT; "RACE AND THE NATURE OF THE URBAN SETTING," PERTAINING TO RACIALISM, RIOTS, POVERTY, SEPARATISM, AND THE FUTURE OF THE GHETTO; "RACE AND EQUAL EDUCATIONAL OPPORTUNITY," DEALING WITH SCHOOL DESEGREGATION, EQUAL EDUCATION, BUSING PROBLEMS, COMPENSATORY EDUCATION, AND FAMILY INCOME LEVELS; AND, "URBAN SCHOOL ORGANIZATION AND CHANGE," RELATING TO COMMUNITY CONTROL, EDUCATIONAL PARKS, TEACHER STRIKES, PRIVATE SCHOOLING, AND A CASE-STUDY OF THE OCEAN HILL-BROWNSVILLE CONFLICT. (RJ)

ORD 1046 ED 044 746
SUMNERS, RUBY
METHODS AND TECHNIQUES FOR IMPROVING THE EDUCATIONAL ASPIRATIONAL LEVEL OF SENIOR HIGH SCHOOL STUDENTS.

MISSOURI UNIV., COLUMBIA.
EDRS PRICE MF-$0.25 HC-$1.50
PUB DATE - 70 28P.

DESCRIPTORS - *ACTIVITIES; *ASPIRATION; COUNSELING SERVICES; CULTURALLY DISADVANTAGED; *DISADVANTAGED YOUTH; EVALUATION METHODS; HIGH SCHOOL STUDENTS; MOTIVATION; *MOTIVATION TECHNIQUES; ORGANIZATION; PROGRAM CONTENT; *PROGRAM DESIGN

ABSTRACT - THIS PAPER PRESENTS METHODS AND TECHNIQUES FOR IMPROVING THE EDUCATIONAL ASPIRATIONAL LEVEL OF DISADVANTAGED SENIOR HIGH SCHOOL STUDENTS. THE OBJECTIVES OF THE PROGRAM ARE LISTED, FOLLOWED BY A LIST OF TEN ACTIVITY AREAS WITHIN WHICH THE SUBSTANCE OF THE MOTIVATIONAL THRUSTS OF THE PROJECT ARE TO BE IMPLEMENTED. THE ACTIVITY AREAS ARE DISCUSSED. THESE INCLUDE GENERAL ORIENTATION ACTIVITIES, EXPLORATION OF THE WORLDS OF BEAUTY AND WORK ACTIVITIES, MOTIVATION THROUGH MODELS USING RESOURCE PEOPLE, REWARD ACTIVITIES, CLEANLINESS AND ORDERLINESS ACTIVITIES, COUNSELING SERVICES, STUDENT PARTICIPATION AND PUBLICITY, EXTENDED DAY ACTIVITIES, AND MOTIVATION THROUGH FILMS. BOTH SPECIFIC OBJECTIVES AND A PLAN FOR ACTION ARE GIVEN FOR EACH OF THE ABOVE ACTIVITIES. A BASIC ORGANIZATION FOR THE PROGRAM IS THEN EXPLAINED, AS WELL AS THE VARIOUS METHODS OF EVALUATION WHICH WILL BE USED. (RJ)

ORD 1047 ED 050 639
SMITH, ALFRED N.
MOTIVATION.

EDRS PRICE MF-$0.65 HC-$3.29
PUB DATE - 71 8P.SPEECH DELIV. AT THE ELLENSBURG SPRING CONFERENCE OF THE WASHINGTON FOREIGN LANGUAGE TEACHERS ASSOCIATION, 14 MAY 1971

DESCRIPTORS - ACADEMIC ACHIEVEMENT; ANXIETY; ATTITUDES; INDIVIDUALIZED INSTRUCTION; INSTRUCTIONAL PROGRAM DIVISIONS; LANGUAGE INSTRUCTION; *MODERN LANGUAGES; *MOTIVATION; RELEVANCE (EDUCATION); *SECOND LANGUAGE LEARNING; *STUDENT ATTITUDES; STUDENT INTERESTS; STUDENT NEEDS; *TEACHER ATTITUDES

ABSTRACT - THE CONCEPT OF "MOTIVATION" IS EXAMINED IN THIS ARTICLE IN TERMS OF ANXIETY LEVELS AND ANXIETY REDUCTION. THREE MAJOR FACTORS BEARING UPON THE DEGREE TO WHICH STUDENTS ARE MOTIVATED TOWARD THE STUDY OF FOREIGN LANGUAGES ARE PERSONAL INTEREST, ATTITUDE, AND ABILITY. DR. SMITH URGES MORE INDIVIDUALIZED INSTRUCTION AND PERSONALIZED STUDENT EVALUATION IN ORDER TO TAKE INTO ACCOUNT THE SOCIAL AND PSYCHOLOGICAL NEEDS OF THE STUDENT AS AN INDIVIDUAL. HE DISCUSSES HOW STUDENT ATTITUDES CAN BE ASSESSED WITH LEON JAKOBOVITS' "FOREIGN LANGUAGE QUESTIONNAIRE," AVAILABLE FROM THE MODERN LANGUAGE ASSOCIATION'S MATERIALS CENTER. A BROADENING OF THE LANGUAGE CURRICULUM IS ALSO RECOMMENDED TO IMPROVE STUDENT MOTIVATION. (RL)

ORD 1061
TRAINING PROGRAMS MUST ADAPT TO HANDICAPS OF GHETTO TRAINEES.

MANPOWER INFORMATION SERVICE; V2 N3 P67 OCT 21 1971
PUB DATE - ND

DESCRIPTORS - *JOB TRAINING; *TRAINEES; *GHETTOS; INNER CITY; *DISADVANTAGED YOUTH; URBAN ENVIRONMENT; *CHILDHOOD; CHILD DEVELOPMENT; PEER RELATIONSHIP; COUNSELING; PROGRAM PLANNING

ABSTRACT - WHILE THE OVERRIDING CONCERN OF THE REPORT IS ON THE KIND OF EARLY CHILDHOOD REARING A GHETTO YOUNGSTER RECEIVES, IT POINTS TO THE FACT THAT THE BULK OF THE NATION'S PRESENT EFFORT TO AID THE DISADVANTAGED IS THROUGH A VARIETY OF STATE AND FEDERAL TRAINING PROGRAMS. IN ORDER THAT TRAINING PROGRAMS BE MORE THAT STOP-GAP MEASURES, THEY MUST TAKE INTO ACCOUNT THE KIND OF BACKGROUNDS FROM WHICH DISADVANTAGED TRAINEES COME WHICH MAKES THEIR TRANSITION TO THE WORKING WORLD DIFFICULT: (1) TRAINING PROGRAMS SHOULD STATE SIMPLY AND EXACTLY THE STEPS BETWEEN THE RECRUITMENT AND GRADUATION, AND PROGRESSION WITHIN THE PROGRAMS SHOULD BE DIVIDED INTO EASILY REACHABLE STEPS SO THAT THE TRAINEES WILL HAVE A JUSTIFIABLE AND CLEARLY RECOGNIZABLE EXAMPLE OF HIS OWN ACHIEVEMENT, (2) TO CAPITALIZE ON THE DISADVANTAGED PERSON'S DEPENDENCE ON PEER GROUP REINFORCEMENT, A CLOSENESS SHOULD BE FOSTERED AMONG TRAINEES, WITH THE PURPOSE OF MOBILIZING GROUP SUPPORT TO AID INDIVIDUALS AT MOMENTS OF PARTICULAR DIFFICULTY OR CRISIS, (3) COUNSELING IS VITAL, (4) TRAINEES SHOULD HAVE A HAND IN PLANNING THEIR OWN TRAINING EXPERIENCES. SUCH INVOLVEMENT ENHANCES THE TRAINEE'S SELF-ESTEEM IN REGARD TO HIS ABILITY TO OPERATE EFFECTIVELY WITHIN WHAT HAS HERETOFORE BEEN A HOSTILE ENVIRONMENT, AND (5) SUCCESSFUL TRAINEES SHOULD BE TAPPED AS A SOURCE OF COUNSELORS AND INTERPRETERS OF THE PROGRAMS TO POTENTIAL RECRUITS. (DP)

ORDI 1062U ED 034 402
BRETZ, RUDY
TELEVISION AND GHETTO EDUCATION: THE CHICAGO SCHOOLS APPROACH.

RAND CORP., SANTA MONICA, CALIF.
DOCUMENT NOT AVAILABLE FROM EDRS.
AD-669 244
CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151 (AD-669 244, MF $.65, HC $3.00)
PUB DATE - JUN 69 17P.

DESCRIPTORS - BEGINNING TEACHERS; *CLOSED CIRCUIT TELEVISION; CURRICULUM DEVELOPMENT; *DECENTRALIZATION; *DISADVANTAGED YOUTH; EDUCATIONAL CHANGE; *ELEMENTARY SCHOOL STUDENTS; ELEMENTARY SCHOOL TEACHERS; INSERVICE TEACHER EDUCATION; INSTRUCTIONAL MEDIA; *INSTRUCTIONAL TELEVISION; RELEVANCE (EDUCATION); TEACHER ROLE; TEACHING MODELS; URBAN TEACHING
IDENTIFIERS - CHICAGO

ABSTRACT - A DECENTRALIZED SYSTEM OF CLOSED CIRCUIT TELEVISION (CCTV) WAS ESTABLISHED IN CLUSTERS OF SIX TO NINE GHETTO ELEMENTARY SCHOOLS IN CHICAGO TO INCREASE THE RELEVANCE OF TELEVISED INSTRUCTION, ALLOW EACH GROUP TO PROVIDE ITS OWN CURRICULUM, AND TO INVOLVE CLASSROOM TEACHERS IN PROGRAM DEVELOPMENT PROCESSES. AN ADDITIONAL BENEFIT, THAT THE PROGRAMS PROVIDED TEACHING MODELS FOR INSECURE BEGINNING TEACHERS (A SORT OF INSERVICE TEACHER EDUCATION), WAS DISCOVERED. EACH CLUSTER OF THE CHICAGO SYSTEM GENERATES PROGRAMS FOR SUBJECT MATTER AREAS ARRANGED BY LEVEL OF DIFFICULTY, AND PROVIDES SUPPLEMENTARY WORKSHEETS AND BOOKLETS FOR EACH PRESENTATION. IMPLEMENTATION AND UTILIZATION COSTS WERE FOUND TO BE GENERALLY LESS THAN THAT OF MANY CURRENTLY OPERATING INSTRUCTIONAL TELEVISION SYSTEMS. ALSO, LOW COST ADVANTAGES OF A CENTRALIZED SYSTEM WERE EXPLOITED BY ADAPTING CENTRALLY FILMED SEGMENTS, SUCH AS DEMONSTRATIONS, AND "ON LOCATION" FILMING TO EACH CLUSTER'S PROGRAMING. IMPLICATIONS FOR FUTURE ELEMENTARY SCHOOL EDUCATION INDICATE AN INCREASING USE OF INSTRUCTIONAL MEDIA FOR LESSON PRESENTATIONS AND A TREND TOWARD A DIAGNOSTIC, INDIVIDUAL COUNSELING ROLE FOR THE TEACHER. (SP)

ORD 1063
YOUNG, W.C.
THE EFFECTIVENESS OF SELECTED SCHOOL PROGRAMS FOR POTENTIAL DROPOUTS.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (ORDER NO 65-14,602, MF $4.00, XEROGRAPHY $10.00)
PUB DATE - JUN65 201P.ED.D. DISSERTATION, UNIVERSITY OF MIAMI

DESCRIPTORS - DOCTORAL THESES

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO ANALYZE FOUR DIFFERENT TYPES OF EXPERIMENTAL CURRICULUMS IN RELATION TO STUDENT RETENTION, ATTENDANCE, SCHOOL ATTITUDE, SCHOOL CONDUCT, AND ACHIEVEMENT. THE FOUR EXPERIMENTAL CURRICULUM OFFERINGS WERE: A PROGRAM STRESSING READING; A WORK-STUDY PROGRAM; A GUIDANCE ORIENTED PROGRAM; AND A PROGRAM MADE UP OF DROPOUT RETURNEES TO THE ADULT DIVISION OF THE SCHOOL. THE STUDY WAS CONDUCTED IN DADE COUNTY, FLORIDA, WHERE APPROXIMATELY 30 PERCENT OF THE STUDENTS WITHDRAW FROM SCHOOL BEFORE GRADUATION. GUIDANCE COUNSELORS IN EACH SCHOOL MADE UP A LIST OF POTENTIAL DROPOUTS; THESE STUDENTS WERE ASSIGNED TO PROGRAMS AT RANDOM AND WERE MATCHED AS CLOSELY AS POSSIBLE IN REGARD TO INTELLIGENCE, AGE, ACADEMIC GRADES, AND SOCIOECONOMIC BACKGROUND. THE AUTHOR CONCLUDED THAT, TAKEN ON AN OVERALL BASIS, THE MODIFIED CURRICULUMS INVESTIGATED HAVE ENCOURAGING POTENTIAL FOR DEALING MORE ADEQUATELY WITH THE DROPOUT PROBLEM. THIS SUPERIORITY IS PARTICULARLY TRUE FOR THE ACADEMIC ACHIEVEMENT AND SCHOOL RETENTION CRITERIA. THE WORK-STUDY PROGRAM PRODUCED THE MOST ENCOURAGING RESULTS. (DP)

ORD 1064
MATCZYNSKI, T.
VOCATIONAL EDUCATION: A METHOD THAT CAN BE USED.

JOURNAL OF SECONDARY EDUCATION; V43 PP131-3 1968
PUB DATE - ND

DESCRIPTORS - *INSTRUCTIONAL INNOVATION; *VOCATIONAL EDUCATION; TEACHING METHODS; CULTURALLY DISADVANTAGED; INSTRUCTIONAL MATERIALS; GRADE 8; *DISADVANTAGED YOUTH; *OCCUPATIONAL INFORMATION
IDENTIFIERS - OCCUPATIONAL EXPLORATION

ABSTRACT - A PROGRAM IS PRESENTED FOR USE WITH EIGHTH GRADE CULTURALLY DISADVANTAGED STUDENTS. AFTER AN INTRODUCTORY UNIT AND FILM STRIPS, EACH STUDENT WROTE TO A COMPANY, COLLEGE, OR INDUSTRY FOR INFORMATION. EACH WAS REQUIRED TO MAKE A REPORT WHICH INCLUDED: (1) GENERAL OCCUPATIONS OF INTEREST, (2) ONE SPECIFIC VOCATION, (3) THE WORK INVOLVED IN THAT JOB, (4) MENTAL AND EDUCATIVE REQUIREMENTS, (5) DESCRIPTION OF INDUSTRY THE STUDENT VISITED, AND (6) CONCLUSIONS AND BIBLIOGRAPHY. (DP)

ORD 1066
MINOR, FRANCES
TOWARD AN ART-SCIENCE OF QUESTIONING: A CRITICAL INQUIRY INTO A STRATEGIC TEACHING FUNCTION.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 67 PH.D. DISSERTATION, COLUMBIA UNIVERSITY

DESCRIPTORS - *QUESTIONING TECHNIQUES; INQUIRY TRAINING; TEACHING METHODS; *TEACHING SKILLS; TEACHING TECHNIQUES; DOCTORAL THESES

ABSTRACT - A BASIC ASSUMPTION OF THIS EXPLORATORY STUDY IS THAT TEACHERS' QUESTIONS ARE CRUCIAL TO CLASSROOM INTERACTION. HOWEVER, NOT ALL QUESTIONS ASKED BY TEACHERS ARE OF A PRODUCTIVE NATURE. THIS WORK IS AIMED AT DEVELOPING A NETWORK OF THEORY AND PRACTICE TO: (1) UNCOVER THE COMPLEX FACTORS INVOLVED IN QUESTIONING AS A STRATEGIC TEACHING FUNCTION, AND (2) ATTEMPT TO DEVELOP A COMPREHENSIVE FRAMEWORK WITHIN WHICH TO EVALUATE A TEACHER'S QUESTIONS-IN-PATTERN. A SAMPLING OF QUESTIONING PATTERNS, OBTAINED FROM OBSERVATIONS OF CLASSROOM TEACHERS-AND-STUDENTS-IN-ACTION, WAS EVALUATED IN TERMS OF CRITERIA THAT ARE VALID FOR STUDENTS OF VARYING AGE LEVELS AND FOR DIFFERENT SUBJECTS. PRESENTED AS ILLUSTRATIVE MATERIAL, THESE QUESTIONING PATTERNS POINT UP WHAT IT TAKES TO DEVELOP SKILL IN QUESTIONING. FOCUSING UPON THEIR OWN QUESTIONING PATTERNS MAY SERVE TO HELP TEACHERS RE-STRUCTURE THEIR OWN THINKING. SOME OF THE CONCLUSIONS WERE: (1) EVIDENCE SEEMS TO INDICATE THAT A TEACHER'S VIEW OF A SUBJECT DETERMINES, TO A LARGE EXTENT, THE QUALITY OF A QUESTIONING PATTERN, RATHER THAN WHAT MAY BE INHERENT IN THE NATURE OF THAT SUBJECT. (2) THE ABILITY TO TRANSLATE IDEAS INTO TERMS OF HUMAN EXPERIENCE IS ESSENTIAL IF THE RELEVANT EXPERIENCE OF INDIVIDUALS IN A CLASSROOM IS TO BE TAPPED THROUGH QUESTIONING. (DP)

ORD 1067 ED 049 040
SHAVER, PAUL MERL
A STUDY OF THE EFFECTIVENESS OF AN INDEPENDENT STUDY PROGRAM FOR A BEGINNING COURSE IN EARTH SCIENCE.

SYRACUSE UNIV., N.Y.
DOCUMENT NOT AVAILABLE FROM EDRS.
UNIVERSITY MICROFILMS, 300 NORTH ZEEB RD., ANN ARBOR, MICHIGAN 48106 (ORDER NO. 70-12,805, MICROFILM $4.00, XEROGRAPHY $10.15)
PUB DATE - 69 225P.DISSERTATION ABSTRACT, SYRACUSE UNIV., N.Y.

DESCRIPTORS - *ACHIEVEMENT; COLLEGE SCIENCE; COURSE DESCRIPTIONS; *EARTH SCIENCE; EVALUATION; *GEOLOGY; *INDIVIDUALIZED INSTRUCTION; *INDIVIDUAL STUDY; INSTRUCTION

ABSTRACT - THIS STUDY INVOLVED 91 STUDENTS WHO MADE UP FIVE SECTIONS OF GENERAL EARTH SCIENCE ALL TAUGHT BY THE AUTHOR AT STATE UNIVERSITY COLLEGE, OSWEGO, NEW YORK. THE POPULATION WAS RANDOMLY DIVIDED INTO TWO GROUPS. THE EXPERIMENTAL GROUP WAS TAUGHT USING AN INDEPENDENT STUDY PROGRAM DESIGNED AND CONDUCTED BY THE AUTHOR, AND THE CONTROL GROUP USED THE TRADITIONAL LECTURE-DISCUSSION TECHNIQUES AND LABORATORY EXERCISES. THE INDEPENDENT STUDY PROGRAM HAD THESE CHARACTERISTICS: NO CLASSROOM ACTIVITIES, A SUBJECT MATTER OUTLINE, AN HOUR A WEEK FOR

DISCUSSING LABORATORY PROJECTS, VOLUNTARY ATTENDANCE FOR VIEWING EARTH SCIENCE FILMS, THREE ONE-HOUR TESTS AND A TWO-HOUR FINAL, AND A LABORATORY PROGRAM REQUIRING A PROJECT IN METEOROLOGY, IN ASTRONOMY, AND 2 IN GEOLOGY PLANNED AND CARRIED OUT BY THE STUDENT. THE ENTIRE POPULATION WAS PRETESTED AND POSTTESTED USING THE NEW YORK STATE COLLEGE PROFICIENCY EXAMINATION IN EARTH SCIENCE. THE STUDY DID NOT PROVE A DIFFERENCE IN LEARNING IN COMPARING THE INDEPENDENT STUDY PROGRAM WITH THE TRADITIONAL PROGRAM. STUDENTS SHOWED A PREFERENCE FOR THE TRADITIONAL CLASSROOM APPROACH. (PR)

ORD 1068
KOST, DENNIS R.
RELATION OF INDIVIDUALIZED INSTRUCTION TO SOCIAL ACCEPTANCE, TOTAL ADJUSTMENT, SOCIAL ADJUSTMENT, AND PERSONAL ADJUSTMENT.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; HC $10.00)
PUB DATE - 69 PH.D. DISSERTATION, UNIVERSITY OF NORTH DAKOTA

DESCRIPTORS - *INDIVIDUALIZED INSTRUCTION; *SOCIAL ADJUSTMENT; *INTERPERSONAL COMPETENCE; *PERSONAL ADJUSTMENT; DOCTORAL THESES; PEER ACCEPTANCE
IDENTIFIERS - CALIFORNIA TEST OF PERSONALITY ELEMENTARY FORM AA; SYRACUSE SCALE OF SOCIAL RELATIONS

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO DETERMINE THE EFFECT OF A PROGRAM OF INDIVIDUALIZED INSTRUCTION ON THE SOCIAL ACCEPTANCE, TOTAL ADJUSTMENT, SOCIAL ADJUSTMENT, AND PERSONAL ADJUSTMENT OF ELEMENTARY SCHOOL CHILDREN. THE RESEARCH SAMPLE USED IN THE INVESTIGATION CONSISTED OF 11 EXPERIMENTAL SIXTH GRADE CLASSROOMS AND 11 TRADITIONAL SIXTH GRADE CLASSROOMS. DATA FROM THE IOWA TEST OF BASIC SKILLS WERE USED TO DIVIDE THE TWO GROUPS OF STUDENTS INTO THREE ABILITY LEVELS. UTILIZING AN ANALYSIS OF VARIANCE-TREATMENT BY LEVELS DESIGN, COMPARISONS WERE MADE AMONG AND BETWEEN THE THREE ABILITY LEVELS OF STUDENTS TO DETERMINE IF THERE WAS A SIGNIFICANT DIFFERENCE IN OVER-ALL SOCIAL CLIMATE. SOME OF THE FINDINGS INCLUDE: (1) THERE WERE NO SIGNIFICANT DIFFERENCES FOR SOCIAL AND PERSONAL ADJUSTMENT BETWEEN THE STUDENTS ENROLLED IN TREATMENT CLASSROOMS AND STUDENTS ENROLLED IN TRADITIONAL CLASSROOMS, (2) THERE IS A POSITIVE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT OF PUPILS AND PERSONAL AND SOCIAL ADJUSTMENT, (3) LOW ACHIEVING FEMALE STUDENTS PRESENT THEMSELVES AS BETTER ADJUSTED THAN LOW ACHIEVING MALE STUDENTS, (4) THE LOW ACHIEVING MALE STUDENTS, WHEN COMPARED TO ALL OTHER STUDENTS INVOLVED IN THE STUDY, GAVE CLASSMATES THE HIGHEST RATINGS IN THE SUCCORANCE SITUATION AND THE ACHIEVEMENT-RECOGNITION SITUATION. (DP)

ORD 1069
HUSTUFT, HARRY DEAN
THE EFFECT OF ADVANCE ORGANIZERS UPON STUDENT DECISION MAKING IN A SIMULATED ENVIRONMENT.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH., 48106 (MF $4.00, XEROGRAPHY $10.00)
PUB DATE - 69 PH.D. DISSERTATION, INDIANA UNIVERSITY

DESCRIPTORS - *STUDENT REACTION; *DECISION MAKING; *TEACHING TECHNIQUES; *SIMULATED ENVIRONMENT; DOCTORAL THESES
IDENTIFIERS - ADVANCED ORGANIZERS

ABSTRACT - THE STUDY INVESTIGATED AN EXTENSION OF AUSUBEL'S THEORY OF MEANINGFUL VERBAL LEARNING TO DECISION-MAKING BEHAVIOR. THE THEORY WAS APPLIED TO AN INSTRUCTIONAL STRATEGY BASED UPON VERTICAL OBJECTIVES AND WAS CONCERNED WITH PRESENT, EXHIBITED BEHAVIOR THAT ALLOWS AN INSTRUCTOR TO MAKE INFERENCES REGARDING AN INDIVIDUAL'S FUTURE PERFORMANCE. THE INVESTIGATION USED 159 COLLEGE SENIORS AS SUBJECTS. THE ADVANCE ORGANIZERS CONSISTED OF FOUR VIDEO-TAPED CLASSROOM INCIDENTS. THE DISPLAY TIME FOR EACH OF THE INCIDENTS WAS EIGHT TO 10 SECONDS. THE BODY OF CONTENT WAS PRESENTED VIA A VIDEO-TAPED LECTURE WHICH HAD A 30 MINUTE DISPLAY TIME. THE TESTING DEVICE WAS A SERIES OF 30 FORCED-CHOICE TEST ITEMS, WITH ONE OF THE EXPERIMENTAL GROUPS USING A DIFFERENT RESPONSE MODE. THE USE OF ADVANCE ORGANIZERS ELICITED POSTTEST BEHAVIOR WHICH WAS SIGNIFICANTLY DIFFERENT FROM THE INSTRUCTIONAL SEQUENCE WHICH DID NOT USE THE ORGANIZERS. THE QUESTION OF THE RESPONSE MODE'S EFFECT UPON POSTTEST SCORES WAS NOT SATISFACTORILY RESOLVED BY THE INVESTIGATION. (DP)

ORD 1070
BYNUM, JAMES LOWELL
THE RELATIONSHIP OF TWO TEACHING METHODS AND THE STUDENT SELF-CONCEPT.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 DISSERTATION, TEXAS TECH. UNIVERSITY

DESCRIPTORS - *SELF ESTEEM; *SELF CONCEPT; *TEACHING TECHNIQUES; *INDIVIDUALIZED INSTRUCTION; GRADE 8; ANALYSIS OF COVARIANCE; SOCIAL STUDIES; *TEACHING METHODS; JUNIOR HIGH SCHOOL STUDENTS

ABSTRACT - THE PROBLEM IN THIS STUDY WAS TO DETERMINE THE RELATIONSHIP BETWEEN TWO TEACHING METHODS AND STUDENT SELF-CONCEPT. THE TWO TEACHING METHODS WERE TEACHER-DOMINATED INSTRUCTION AND INDIVIDUALIZED LEARNING. THE SUBJECTS OF THIS STUDY WERE STUDENTS IN TWO EIGHTH GRADE SOCIAL STUDIES CLASSES IN A JUNIOR HIGH SCHOOL IN TEXAS. THE CLASSES WERE BOTH TAUGHT BY THE SAME TEACHER IN ORDER TO MINIMIZE THE DIFFERENCES CAUSED BY THE TEACHER. ANALYSIS OF COVARIANCE WAS USED FOR PURPOSES OF EQUATING THE TWO GROUPS. BASED UPON THE FINDINGS OF THIS STUDY, THE FOLLOWING CONCLUSIONS WERE REACHED: (1) NEITHER OF THE TWO TEACHING METHODS WAS SUPERIOR FROM THE STANDPOINT OF SELF-CONCEPT ENHANCEMENT, (2) NEITHER OF THE TWO TEACHING

METHODS WAS SUPERIOR FROM THE STANDPOINT OF ACHIEVEMENT, (3) THERE WAS NO SIGNIFICANT RELATIONSHIP BETWEEN CHANGE IN SELF-CONCEPT AND CHANGE IN ACHIEVEMENT, AND (4) ALTHOUGH THERE WAS NO SIGNIFICANT DIFFERENCE IN THE TOTAL SELF-CONCEPT CHANGE BETWEEN THE TWO GROUPS, THE METHOD OF TEACHING WOULD APPEAR TO HAVE HAD SOME INFLUENCE ON SPECIFIC ITEMS WITHIN THE SELF-CONCEPT INVENTORY. (AUTHOR/CP)

ORD 1071
"SURVIVAL" ENGLISH DOES THE JOB.

MANPOWER; V2 PP 8-12 DEC 1970
PUB DATE - ND

DESCRIPTORS - *JOB TRAINING; *LANGUAGE INSTRUCTION; *ENGLISH INSTRUCTION; *SECOND LANGUAGE LEARNING; SPANISH SPEAKING; *SPANISH; SUPERVISORY TRAINING; INSTRUCTIONAL MATERIALS; TEACHING TECHNIQUES
IDENTIFIERS - *BASIC OCCUPATIONAL LANGUAGE TRAINING; BOLT

ABSTRACT - THE BASIC OCCUPATIONAL LANGUAGE TRAINING (BOLT) PROGRAM TEACHES SPANISH SPEAKING WORKERS BASIC ENGLISH NEEDED ON THE JOB AND IT ALSO TEACHES ENGLISH-SPEAKING SUPERVISORS BASIC SPANISH. THE TEACHING PROCEDURES INCLUDE: (1) HEARING THE LESSON FROM TAPES VIA EARPHONES, (2) REPEATING WHAT IS HEARD VERBALLY, AND (3) SEEING THE WORDS SPELLED OUT ON PAPER OR IN A BOOK. IN ADDITION, COLORFUL SLIDES AND PICTURES OF WORKERS PERFORMING VARIOUS JOB DUTIES ACCOMPANY THE LESSONS. TEXTBOOKS ARE PROVIDED SO THAT STUDENTS MAY STUDY AT HOME. (DP)

ORD 1072
MARUSEK, JOHN
A PROGRESS CHART FOR SLOW LEARNERS.

THE CLEARING HOUSE; V45 N5 PP 312-313 JAN 1971
PUB DATE - 71

DESCRIPTORS - *SLOW LEARNERS; LOW ABILITY STUDENTS; EDUCATIONALLY DISADVANTAGED; *STUDENT RECORDS; *INDIVIDUALIZED PROGRAMS; INDIVIDUAL NEEDS; *INDEPENDENT STUDY; *STUDY FACILITIES; STUDY CENTERS; STUDY HABITS; STUDY SKILLS
IDENTIFIERS - PROGRESS CHART

ABSTRACT - TO MANY STUDENTS A TEACHER'S GRADE BOOK IS A RATHER MYSTERIOUS THING. TEACHERS SOMETIMES NURTURE A VAGUE HOPE THAT THIS MYSTERY WILL SERVE AS LONG-TERM MOTIVATION FOR STUDENTS TO STUDY, TO DO WELL ON TESTS, TO PARTICIPATE IN DISCUSSIONS, AND TO BEHAVE IN CLASS. USUALLY, HOWEVER, THIS IS AN ESPECIALLY VAIN HOPE WITH CLASSES OF SLOW LEARNERS. A SYSTEM OF DEALING WITH THIS PROBLEM EVOLVED FROM A PROGRAM FOR SLOW LEARNERS ENROLLED AT RIDGEWOOD HIGH SCHOOL IN NORRIDGE, ILLINOIS. THE SYSTEM WAS A PROGRESS CHART. IT STARTED WITH A GROUP OF TEACHERS VOLUNTEERING TO PROVIDE AN ALTERNATIVE FOR STUDY HALLS FOR SLOW LEARNING STUDENTS. THROUGH THE PROGRESS CHART SYSTEM AND INDIVIDUALIZED HELP PROVIDED BY THE TEACHER-PROCTORS, THE FOLLOWING BENEFITS WERE DERIVED: (1) STUDENTS COULD BETTER ORGANIZE THEIR APPROACH TO INDEPENDENT STUDY, (2) STUDENTS TURNED IN FAR MORE ASSIGNMENTS, (3) FEWER PAPERS WERE LEFT INCOMPLETE, (4) STUDENTS GOT IMMEDIATE INDIVIDUALIZED AID, AND (5) STUDENTS DEVELOPED BASIC STUDY SKILLS. THE STUDY HALL GRADUALLY BECAME A COMBINATION STUDY HALL, LIBRARY, MUSEUM, AND WORKSHOP. (DP)

ORD 1074 VT 011 767
STAMPER, SHIRLEY FRANCES
DEVELOPMENT OF GUIDELINES FOR WORKING WITH LOW-INCOME WOMEN THROUGH THE PLANNING AND TEACHING OF A CONSUMER EDUCATION CLASS.

MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUL70 101P.

DESCRIPTORS - *HOMEMAKING EDUCATION; *CONSUMER EDUCATION; *MONEY MANAGEMENT; *LOW INCOME GROUPS; DISADVANTAGED GROUPS; MASTERS THESES; ADVISORY COMMITTEES; *GUIDELINES
IDENTIFIERS - OKLAHOMA

ABSTRACT - DOCUMENTS ANNOUNCED WITH VT NUMBERS ONLY IN THE WINTER 1970 ISSUE (VT 012 961) OF ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION (ARM) ARE INCLUDED IN THIS MICROFICHE SET. MICROFICHE AVAILABILITY FOR THESE DOCUMENTS IS SHOWN ON THE ARM RESUME AS MF AVAILABLE IN VT-ERIC SET. THE MICROFICHE SET IS ARRANGED IN THE FOLLOWING SEQUENCE: (1) A VOCATIONAL TECHNICAL (VT) NUMBER INDEX TO DOCUMENTS IN THE MICROFICHE COLLECTION, (2) THE AUTHOR INDEX, THE VOCATIONAL AND SUPPORTING SERVICES INDEX, AND THE SUBJECT INDEX FROM ARM, AND (3) THE FULL TEXT OF DOCUMENTS LISTED IN THE VT NUMBER INDEX. THE TEXTS ARE FILMED CONTINUOUSLY IN VT NUMBER SEQUENCE. (CD)

ORD 1075
HAGERTY, JAMES E
INDIVIDUALIZING INSTRUCTION THROUGH "AD HOC" GROUPING.

THE CLEARING HOUSE; V45 N2 P71 OCT1970
PUB DATE - 71

DESCRIPTORS - *INDIVIDUALIZED INSTRUCTION; TEACHING TECHNIQUES; *GROUPING (INSTRUCTIONAL PURPOSES); *ABILITY GROUPING; GROUPING PROCEDURES; HOMOGENEOUS GROUPING; BEHAVIORAL OBJECTIVES; STUDENT EVALUATION
IDENTIFIERS - AD HOC GROUPING

ABSTRACT - INDIVIDUALIZED TEACHING THROUGH AD HOC GROUPING IS BASED ON THE REALIZATION THAT SMALL GROUP TEACHING TECHNIQUES ARE NOT NECESSARILY BASED ON THE SIZE OF THE GROUPS OR THE NUMBER OF LEARNERS INVOLVED. STUDENTS CAN LEARN IN ALL SIZES OF GROUPS, BUT EACH ONE OF THEM LEARNS INDEPENDENTLY BECAUSE OF DIFFERENCES IN INTEREST, ABILITY, AND EXPERIENCE. ONE WAY TO TAKE ADVANTAGE OF INDIVIDUAL DIFFERENCES IS TO ARRANGE STUDENTS INTO AD HOC GROUPS ACCORDING TO LEVELS OF PERFORMANCE FOR THE PARTICULAR PURPOSE AT

HAND. THE BASIC STEPS FOLLOW: (1) STATE THE IDEA OR SKILL TO BE LEARNED IN TERMS OF BEHAVIORAL OBJECTIVES THAT EACH INDIVIDUAL IN THE CLASS CAN READILY UNDERSTAND, (2) LET EACH STUDENT EVALUATE HIMSELF ACCORDING TO THESE OBJECTIVES TO DETERMINE WHAT HE NEEDS TO LEARN IN ORDER TO ATTAIN THEM, (3) IDENTIFY THE DIFFERENT LEARNING REQUIREMENTS AMONG THE STUDENTS AND GROUP THEM ACCORDING TO THE SIMILARITIES OF THEIR NEEDS, (4) MAKE AVAILABLE DIVERSIFIED MATERIALS AND LEARNING ACTIVITIES THAT BEST SUIT EACH GROUP'S NEEDS, (5) LET EACH STUDENT EVALUATE HIS PROGRESS IN TERMS OF HIS OWN GROUP'S PROGRESS. STUDENTS CAN LEARN MORE EFFECTIVELY IN A CLASSROOM SITUATION IF THEY ARE PERFORMING IN GROUPS THAT ARE CONTRIVED TO MEET THEIR SPECIFIC NEEDS FOR A SPECIFIC LEARNING OBJECTIVE. AS THE OBJECTIVES CHANGE DURING THE YEAR SO WILL THE NEEDS OF EACH MEMBER OF THE CLASS. EACH NEW LEARNING OBJECTIVE WILL REQUIRE NEW AD HOC GROUPINGS. (DP)

ORD 1076
GAGNE, ROBERT M., ED.
LEARNING AND INDIVIDUAL DIFFERENCES.

CHARLES E. MERRILL BOOKS, COLUMBUS, OHIO.

PUB DATE - 67

DESCRIPTORS - *INDIVIDUAL DIFFERENCES; *ACADEMIC APTITUDE; *LEARNING; LEARNING CHARACTERISTICS; *LEARNING PROCESSES; TEACHING TECHNIQUES; *EDUCATIONAL STRATEGIES; INSTRUCTIONAL DESIGN; INTERACTION; VERBAL LEARNING; PROBLEM SOLVING; PERFORMANCE; ATTENTION; MOTOR DEVELOPMENT

ABSTRACT - IN AN ATTEMPT TO INVESTIGATE DIFFERENCES IN THE WAYS PEOPLE LEARN AND HOW THESE WAYS MIGHT BE MEASURED AS INDIVIDUAL DIFFERENCES, A 2-DAY CONFERENCE MET AT THE UNIVERSITY OF PITTSBURGH IN APRIL, 1965. THE PAPERS AND RESULTING DISCUSSIONS CONSTITUTE THE CHAPTERS OF THIS BOOK. THEY PROVIDE THE FOLLOWING CONCEPTUALIZATIONS: (1) NEW INTERPRETATIONS OF PREVIOUSLY KNOWN RELATIONSHIPS BETWEEN INDIVIDUAL DIFFERENCES AND LEARNING VARIABLES, (2) NEW FORMULATIONS OF THE BASIC PROBLEM OF INDIVIDUAL DIFFERENCES IN LEARNING, (3) SUGGESTED NEW METHODOLOGIES FOR INVESTIGATING THE PROBLEM, AND (4) SUGGESTED NEW VARIETIES OF INDIVIDUAL DIFFERENCES IN LEARNING. TEN PRESENTATIONS AND DISCUSSIONS ALONG WITH AN INTRODUCTION AND GENERAL COMMENTS ON THE CONFERENCE ARE GIVEN. (EDITOR/MU)

ORD 1077
HANLINE, ALAN L.
TRAINING THE DISADVANTAGED FOR JOBS.

EDUCATIONAL TECHNOLOGY; V9 N2 PP 3-7 FEB 1969
PUB DATE - 69

DESCRIPTORS - *JOB TRAINING; TRAINEES; *VOCATIONAL EDUCATION; TRAINERS; *TRAINING TECHNIQUES; *EDUCATIONALLY DISADVANTAGED; TEACHER ATTITUDES; INSTRUCTIONAL MATERIALS; ROLE PLAYING; SUCCESS FACTORS; MOTIVATION

ABSTRACT - TRAINING PROGRAMS ARE OFTEN HINDERED BY A TEACHER-TRAINEE UNDERSTANDING GAP. THE TEACHER NEEDS TO KNOW WHAT SUCCESS, HAPPINESS, COMPETITION, CRITICISM, AND FAILURE MEAN TO THE TRAINEE. THE TRAINING STAFF CAN BE PUT THROUGH A SERIES OF ROLE-PLAYING SITUATIONS THAT LET THEM ACT OUT THE TRAINEE'S POINT OF VIEW. ABOVE ALL, THE TEACHER MUST BE SINCERE AND INTERESTED IN THE TRAINEES. TRAINING MATERIALS MUST BE TAILORED OR SELECTED TO MEET A COMBINATION OF READING AND MATURITY LEVELS. ARRANGE THE BASIC EDUCATIONAL, AVOCATIONAL, AND COUNSELING PARTS OF THE PROGRAM TO REINFORCE AND SUPPORT THE SKILLS BEING TAUGHT IN THE VOCATIONAL SHOP. SOME TEACHING FUNDAMENTALS INCLUDE: (1) TRAINEES ARE NO DIFFERENT FROM ANYONE ELSE--THEY ONLY SEEM SO, (2) PRIOR SCHOOL OR BEHAVIOR RECORDS AND STANDARD TESTS DO NOT PREDICT TRAINEE SUCCESS OR FAILURE--THE DESIRE TO SUCCEED SEEMS TO BE MORE CONSISTENT IN PREDICTING SUCCESS, (3) TRAINEES WILL TEST THE TEACHER'S STABILITY AND SINCERITY, (4) ALL TRAINING EFFORTS MUST BE JOB ORIENTED AND SEEN BY THE TRAINEE AS HEADING TOWARD JOB PLACEMENT, (5) THE TEACHER SHOULD NOT BE TOO THOROUGH BUT RATHER GOOD AT A FEW SIMPLE CONCEPTS AND PROJECTS, AND (6) THE TRAINING SHOULD BE ACTIVITY ORIENTED. (DP)

ORD 1078
AUSABLE, D.P.
A TEACHING STRATEGY FOR CULTURALLY DEPRIVED PUPILS.

SCHOOL REVIEW; V71 PP454-463 WIN 1963
PUB DATE - 63

DESCRIPTORS - *TEACHING TECHNIQUES; *CULTURALLY DISADVANTAGED; *DISADVANTAGED YOUTH; RELEVANCE (EDUCATION); INSTRUCTIONAL MATERIALS; *INDIVIDUALIZED INSTRUCTION; EDUCATIONAL STRATEGIES

ABSTRACT - THE DEPRIVED CHILD'S ALIENATION IS A REFLECTION OF THE CUMULATIVE EFFECTS OF A CURRICULUM WHICH IS TOO DEMANDING. AN OPTIMAL LEARNING ENVIRONMENT PROVIDED EARLY IN THE CHILD'S EDUCATIONAL CAREER IS NECESSARY. THREE POINTS ARE EMPHASIZED AS APPROPRIATE TEACHING STRATEGIES: (1) INITIAL LEARNING MATERIALS MUST BE GEARED TO THE LEARNER'S STATE OF READINESS, NO MATTER HOW LOW THIS IS, (2) IN ORDER TO PROVIDE THE BASIS FOR SEQUENTIAL LEARNING AND PREVENT UNREADINESS FOR FUTURE LEARNING TASKS, MASTERY OF ONGOING LEARNING TASKS MUST BE ACCOMPLISHED BEFORE NEW ONES ARE INTRODUCED, AND (3) STRUCTURAL LEARNING MATERIALS ORGANIZED TO FACILITATE EFFICIENT SEQUENTIAL LEARNING MUST BE USED. (DP)

ORD 1079 ED 028 997
YOUTH TUTORING YOUTH. FINAL REPORT.

NATIONAL COMMISSION ON RESOURCES FOR YOUTH, INC., NEW YORK, N.Y.
MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C.
EDRS PRICE MF-$0.50 HC-$4.65
DOL-42-7-001-34
PUB DATE - JAN 69 91P.

DESCRIPTORS - *CROSS AGE TEACHING; DISADVANTAGED YOUTH; *EDUCATIONAL STRATEGIES; PROGRAM EVALUATION; UNDERACHIEVERS
IDENTIFIERS - YOUTH TUTORING YOUTH

ABSTRACT - THE RESULTS OF A STUDY CONDUCTED BY THE NATIONAL COMMISSION ON RESOURCES FOR YOUTH, INC., (NCRY) TO DEMONSTRATE THE FEASIBILITY OF A YOUTH TUTORING YOUTH PROGRAM (DESIGNED TO PUT 14- TO 15-YEAR-OLD DISADVANTAGED UNDERACHIEVERS TO WORK AS PAID TUTORS OF SIMILAR ELEMENTARY SCHOOL CHILDREN) FOR POSSIBLE IMPLEMENTATION AS A PROJECT OF THE NEIGHBORHOOD YOUTH CORPS (NYC) ARE THE SUBJECT OF THIS FINAL REPORT. OPENING SECTIONS DESCRIBE THE PHILOSOPHY OF THE TUTORING PROGRAM, EMPHASIZING ITS SEVERAL LEVELS OF IMPACT (IMPROVEMENT OF SELF-CONCEPT, STUDY HABITS, TUTEE WORK, SCHOOL-COMMUNITY RELATIONSHIP, AND SCHOOL REFORM EFFORTS TOWARD DROPOUT PREVENTION) AND THE HISTORY OF THE PROGRAM, OUTLINING TWO DEMONSTRATION PROJECTS AND A PROGRAM MODEL (DEVELOPED FROM THE DEMONSTRATION PROJECTS) USED TO DEVELOP AND CONSTRUCT REPLICATE PROGRAMS. BRIEF DESCRIPTIONS OF NCRY STRATEGIES FOR IMPLEMENTATION AND OF THE 1968 IMPLEMENTATION OF REPLICATE PROGRAMS IN 13 CITIES, TWO COMMUNITY-CONTROLLED SCHOOLS, AND ONE RURAL AREA ARE OFFERED IN THE FOLLOWING SECTION. CLOSING SECTIONS DEAL WITH MEASURING THE SUCCESS OF THE YOUTH TUTORING YOUTH PROGRAM (ASSESSING THE PROBLEMS OF EVALUATING PROGRAMS WHICH INVOLVE BEHAVIORAL CHANGE, DEFINING THE GOALS OF THE PROGRAM, AND DISCUSSING THE CASE OF A REPRESENTATIVE TUTOR) AND FUTURE NCRY ASSISTANCE TO NYC. APPENDED ARE A DESCRIPTION OF THE PHILADELPHIA PUBLIC SCHOOL PROGRAM AND OF INTERNSHIPS, ONE OF THE NCRY STRATEGIES FOR IMPLEMENTATION. SP 002 593 AND SP 002 204 ARE RELATED DOCUMENTS. (SM)

ORDI 1080 ED 035 699
RIESSMAN, FRANK
BLUEPRINT FOR THE DISADVANTAGED.

B'NAI B'RITH, NEW YORK, N.Y. ANTI-DEFAMATION LEAGUE.
EDRS PRICE MF-$0.25 HC-$2.40
PUB DATE - 68 46P.

DESCRIPTORS - COMPENSATORY EDUCATION; *DISADVANTAGED YOUTH; INSERVICE TEACHER EDUCATION; NEGRO STUDENTS; NONPROFESSIONAL PERSONNEL; *ON THE JOB TRAINING; ROLE PLAYING; SELF CONCEPT; *TEACHER AIDES; TEACHER ROLE; TEACHING STYLES; *TEACHING TECHNIQUES; *URBAN SCHOOLS

ABSTRACT - THE PROGRAM OUTLINED IN THIS PROPOSAL DESCRIBES VARIOUS TEACHING TECHNIQUES WHICH ARE SUITED TO THE STYLES AND STRENGTHS OF DISADVANTAGED STUDENTS. THE GENERAL APPROACH IS DIRECTED AT CONVINCING THE DISADVANTAGED STUDENT THAT HE CAN LEARN AND BECOME EDUCATED WITHOUT BECOMING A MIDDLE CLASS STEREOTYPE--THAT HE CAN RETAIN HIS OWN IDENTITY. A "NEW CAREERS" PROGRAM IS ALSO SUGGESTED WHICH WOULD ALLOW INEXPERIENCED, UNTRAINED PEOPLE TO ASSUME ROUTINE, DAILY TASKS IN THE CLASSROOM IN ORDER TO ALLOW THE TEACHER TO CONCENTRATE ON CREATIVE METHODS OF TEACHING. RECRUITED FROM THE COMMUNITY, MALE CLASS ROOM AIDES WOULD PROVIDE MALE ROLE MODELS AND REINFORCE THE ASSURANCE THAT THE DEPRIVED CAN SUCCEED IN THE SYSTEM. (KG)

ORD 1081 VT 011 166
THE JOB SCENE.

AMERICAN VISUALS CORP., NEW YORK, N.Y.
BEHAVIORAL SCIENCE CENTER, BOSTON, MASS
DOCUMENT NOT AVAILABLE FROM EDRS.
IPD PUBLISHING CO., INC., 461 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016.
PUB DATE - 69 90P.

DESCRIPTORS - *EMPLOYMENT OPPORTUNITIES; *DISADVANTAGED YOUTH; *VOCATIONAL EDUCATION; *SKILLED OCCUPATIONS; *DROPOUT PREVENTION; DROPOUTS; POTENTIAL DROPOUTS; JOB SKILLS; ON THE JOB TRAINING; PROMOTION (OCCUPATIONAL); EQUAL OPPORTUNITIES (JOBS); VOCATIONAL COUNSELING

ABSTRACT - ELEVEN BOOKLETS BRIEFLY DESCRIBE JOB OPPORTUNITIES AND REQUIREMENTS FOR OCCUPATIONS IN THE FOLLOWING AREAS: (1) AUTO MECHANICS, (2) CARPENTRY, (3) CLERICAL WORK, (4) ELECTRONICS WORK, (5) THE FOOD FIELD, (6) HEALTH WORK, (7) MACHINE SHOP WORK, (8) RETAIL SALES WORK, AND (9) WELDING. TWO OTHER BOOKLETS OFFER GENERAL HINTS FOR EMPLOYMENT SUCCESS AND REASONS WHY LEARNING A SKILL IS DESIRABLE. PRINTED IN COMIC-BOOK FORM, THESE PAMPHLETS ARE DESIGNED FOR DISTRIBUTION TO DROPOUTS OR POTENTIAL DROPOUTS TO MOTIVATE THEM TO STAY IN SCHOOL. (BH)

ORD 1082
COOK, H. E.
FORMULATION OF MODELS FOR PREPARING OCCUPATIONAL MATERIALS FOR PUPILS FROM VARIOUS SOCIOECONOMIC LEVELS IN GRADES THREE THROUGH EIGHT.

ATLANTA PUBLIC SCHOOLS, GA.

PUB DATE - ND

DESCRIPTORS - *INSTRUCTIONAL MATERIALS CENTERS; *OCCUPATIONAL INFORMATION; *ELEMENTARY SCHOOL CURRICULUM; MODELS; *INFORMATION SERVICES; INSTRUCTIONAL MATERIALS; RESOURCE MATERIALS; RESEARCH REVIEWS; MASTER TAPES
IDENTIFIERS - ATLANTA PUBLIC SCHOOLS'

ABSTRACT - IN ADDITION TO PUBLISHING BIBLIOGRAPHIES, REPORTS, AND BOOKS, THIS ATLANTA PUBLIC SCHOOLS INSTRUCTIONAL MATERIALS CENTER DEVELOPS AND TELECASTS TV SERIES, AND PREPARES POSTERS, SLIDE PRESENTATIONS, AND ACCOMPANYING AUDIO TAPES. IT ALSO PROVIDES THESE SERVICES: BIBLIOGRAPHY COMPILATION, PREPARATION OF REVIEWS OF RESEARCH AND DEVELOPMENT MATERIAL, DIRECT LOAN, AND CONSULTATIONS. FREE LIMITED QUANTITIES OF BIBLIOGRAPHIES, REPORTS, AND OTHER MATERIALS ARE AVAILABLE. AUDIOTAPES ARE AVAILABLE ON DIRECT LOAN FOR THE COST OF POSTAGE. (DP)

ORD 1083 ED 027 246
FRANK, VIRGINIA
NEW CURRICULAR MATERIALS AND THE TEACHING OF THE DISADVANTAGED. PROJECT REPORT ONE, NDEA NATIONAL INSTITUTE CONFERENCE (JUNE 19-21, 1967).

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, WASHINGTON, D.C.
BALL STATE UNIV., MUNCIE, IND.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.50 HC-$3.15
NDEA, C/O AACTE, ROOM 804, 1201 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036 ($2.00).
PUB DATE - JUL 68 61P.

DESCRIPTORS - AMERICAN INDIANS; *CONFERENCE REPORTS; CURRICULUM DEVELOPMENT; *CURRICULUM PROBLEMS; *DISADVANTAGED YOUTH; EFFECTIVE TEACHING; EXPERIMENTAL CURRICULUM; INSTRUCTIONAL INNOVATION; *INSTRUCTIONAL MATERIALS; INTERDISCIPLINARY APPROACH; MEXICAN AMERICANS; MIGRANT CHILDREN; *MINORITY GROUP CHILDREN; NEGRO YOUTH; RURAL YOUTH

ABSTRACT - THIS PUBLICATION REPORTS THE CONTENT AND PROCEEDINGS OF A CONFERENCE AT WHICH CURRICULUM PLANNERS AND DESIGNERS AND ACADEMIC SPECIALISTS AND GENERALISTS MET WITH REPRESENTATIVES OF EIGHT DISADVANTAGED AMERICAN MINORITY GROUPS TO EXAMINE THE RELATIONSHIPS BETWEEN CURRICULUM CHANGE AND BETTER EDUCATION FOR DISADVANTAGED CHILDREN. THE BODY OF THE REPORT CONTAINS (1) STATEMENTS OF THE PURPOSE AND QUESTIONS OF THE CONFERENCE, (2) SUMMARY OF IDEAS FROM ALL THE GROUP DISCUSSIONS PINPOINTING AREAS OF CONSENSUS AND OF CONTROVERSY, (3) SUGGESTIONS FOR THE FUTURE INCLUDING RECOMMENDATIONS AND LISTS OF KEY PROBLEMS AND PRIORITIES, AND (4) ADDRESSES BY A. HARRY PASSOW, KEITH R. KELSON, AND R. LOUIS BRIGHT. APPENDIX 1 CONSISTS OF EIGHT BACKGROUND PAPERS PREPARED BY POPULATION REPRESENTATIVES REGARDING SOME CONSIDERATIONS IN DEALING WITH THE SOUTHERN URBAN NEGRO CHILD, THE AMERICAN INDIAN CHILD, THE SOUTHERN RURAL NEGRO CHILD, THE MEXICAN-AMERICAN CHILD, THE CENTRAL URBAN NEGRO CHILD, THE MIGRANT CHILD, THE NORTHERN URBAN NEGRO CHILD, AND THE APPALACHIAN CHILD. APPENDIX 2 CONTAINS SHORT DESCRIPTIONS OF NINETEEN CURRICULUM PROJECTS WHICH WERE REPRESENTED AT THE CONFERENCE. APPENDIX 3 LISTS THE NAMES AND POSITIONS OF THE 76 CONFERENCE PARTICIPANTS. (JS)

ORD 1084 ED 034 411
CONTE, JOSEPH M.; GRIMES, GEORGE H.
MEDIA AND THE CULTURALLY DIFFERENT LEARNER.

NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 (STOCK NO. 381-11930, $1.00)
PUB DATE - 69 47P.

DESCRIPTORS - CULTURALLY DISADVANTAGED; *DISADVANTAGED YOUTH; ENGLISH (SECOND LANGUAGE); *ENVIRONMENTAL INFLUENCES; *INSTRUCTIONAL MEDIA; LANGUAGE LABORATORIES; LANGUAGE STANDARDIZATION; MICROTEACHING; NONSTANDARD DIALECTS; ORAL COMMUNICATION; SIMULATION; *SOCIOLINGUISTICS; *URBAN LANGUAGE; URBAN SCHOOLS; VISUAL PERCEPTION

ABSTRACT - NOT ALL POOR PEOPLE LIVE IN CITIES, BUT AS THE PROBLEMS OF THOSE WHO DO ARE INTENSIFIED BY THE URBAN PRESS, THE NEEDS OF THE URBAN POOR OF ALL RACIAL AND CULTURAL BACKGROUNDS DESERVE EMPHASIS. THE CHILDREN OF THESE POOR ARE ORIENTED TO THE PHYSICAL AND VISUAL RATHER THAN TO THE AURAL. THEY ARE CONTENT-CENTERED, PROBLEM-CENTERED, EXTERNALLY ORIENTED, INDUCTIVE, SPATIAL RATHER THAN TEMPORAL, INCLINED TO COMMUNICATE THROUGH ACTIONS RATHER THAN WORDS, SHORT IN ATTENTION SPAN, CHARACTERIZED BY SIGNIFICANT GAPS IN LEARNING, AND LACKING EXPERIENCES OF RECEIVING APPROVAL FOR SUCCESS IN TASKS. ONE SOLUTION TO THE NEEDS OF THESE LEARNERS IS THE LANGUAGE LABORATORY WHICH TEACHES STANDARD ENGLISH AS A SECOND LANGUAGE. FURTHER ORAL LANGUAGE PROGRAMS SERVE AS THE UNDERLYING BASE FOR THE DEVELOPMENT OF READING AND WRITING SKILLS. MICROTEACHING, INTERACTION ANALYSIS, AND SIMULATION SENSITIZE TEACHERS TO THE PROBLEMS OF THESE LEARNERS BY PROVIDING FEEDBACK AND INSIGHTS INTO THE PROCEDURES AND CONSEQUENCES OF INSTRUCTIONAL DECISIONS. THE ONLY POSITIVELY SIGNIFICANT MEANS FOUND SO FAR OF SENSITIZING THE LEARNER TO A NON-DISTORTED VIEW OF THE NATURE AND OPERATION OF A PLURALISTIC SOCIETY IS PROXIMITY TO MIDDLE CLASS STUDENTS. A BIBLIOGRAPHY OF RESOURCES IS APPENDED. (MM)

ORD 1101 ED 018 489
FAUNCE, R.W.
LINCOLN LEARNING CENTER, AN EXPERIMENTAL JUNIOR HIGH SCHOOL OF THE MINNEAPOLIS PUBLIC SCHOOLS--SUMMARY OF EVALUATION PROCEDURES AND RESULTS FOR THE FIRST TWO YEARS, 1964-1966. A RESEARCH REPORT.

MINNEAPOLIS SPECIAL SCHOOL DISTRICT, MINN.
EDRS PRICE MF-$0.50 HC-$3.52
PUB DATE - APR67 86P.

DESCRIPTORS - ACADEMIC ACHIEVEMENT; ATTENDANCE; *DISADVANTAGED YOUTH; *EXPERIMENTAL PROGRAMS; INSTRUCTIONAL STAFF; *JUNIOR HIGH SCHOOLS; MATCHED GROUPS; MEASUREMENT INSTRUMENTS; PARENT ATTITUDES; *PROGRAM EVALUATION; RESEARCH PROBLEMS; SELECTION; STANDARDIZED TESTS; STUDENT ATTITUDES; TABLES (DATA); TEACHER ATTITUDES IDENTIFIERS - LINCOLN LEARNING CENTER; MINNEAPOLIS; MINNESOTA

ABSTRACT - THIS EVALUATION OF AN EXPERIMENTAL JUNIOR HIGH SCHOOL PROGRAM IN MINNEAPOLIS PRESENTS DATA DERIVED FROM TWO YEARS OF OPERATION. THIS SCHOOL WAS ESTABLISHED TO EXPLORE METHODS OF GIVING MEANINGFUL EDUCATION TO 45 DISADVANTAGED STUDENTS. IT WAS LOCATED IN A SEPARATE FACILITY AND, DURING THE FIRST YEAR, STAFFED BY EIGHT TEACHERS. THIS EXPERIMENTAL GROUP WAS MATCHED WITH A CONTROL GROUP WHO REMAINED AT THE PARENT SCHOOL. THE REPORT FOCUSES ON THE EXPERIMENTAL EVALUATION DESIGN AND ON THE MEASURING INSTRUMENTS. IT INCLUDES INFORMATION ON THE FIRST-YEAR EVALUATION PROGRAM, STAFF CHARACTERISTICS, SELECTION OF

STUDENTS, AND BASELINE DATA. FOR THE SECOND YEAR IT PRESENTS DATA ON MEASURES OF ACHIEVEMENT AND ATTITUDES, TEACHER AND PARENT OPINIONS, AND ATTENDANCE. THE DATA FROM THE FIRST YEAR SHOWED THAT THE EXPERIMENTAL AND CONTROL GROUPS WERE WELL-MATCHED, AND ALTHOUGH NOT STATISTICALLY SIGNIFICANT, THE FINDINGS OF THE EVALUATION REVEALED A "CONSISTENT TENDENCY" FOR EXPERIMENTAL STUDENTS TO SCORE BETTER THAN THE CONTROLS. RECOMMENDATIONS FOR FUTURE EVALUATION OF THIS JUNIOR HIGH SCHOOL ARE INCLUDED. (NH)

ORD 1102
MARSHALL, P.
TESTING WITHOUT READING.

MANPOWER; V3 N5 PP7-12 MAY 1971
PUB DATE - MAY71

DESCRIPTORS - PREDICTIVE ABILITY (TESTING); *APTITUDE TESTS; *CULTURE FREE TESTS; JOB SKILLS; *OCCUPATIONAL TESTS; *VOCATIONAL APTITUDE; CULTURAL DISADVANTAGEMENT; EDUCATIONAL DISADVANTAGEMENT; *NONVERBAL TESTS
IDENTIFIERS - CULTURE FAIR TESTS; *NON READING TESTS; US TRAINING AND EMPLOYMENT SERVICE; NATB; NON READING APTITUDE TEST BATTERY; GATB; GENERAL APTITUDE TEST BATTERY

ABSTRACT - AS THE QUESTION OF TESTING'S RELEVANCE TO JOB PERFORMANCE CONTINUES TO STYMIE PSYCHOLOGISTS AND EMPLOYMENT COUNSELORS, THE U.S. TRAINING AND EMPLOYMENT SERVICE HAS GONE AHEAD WITH ITS ENDEAVORS TO MAKE THE TESTS IT ADMINISTERS MORE RELEVANT TO THE EMPLOYEES IT REFERS FOR TRAINING AND FOR JOBS. ONE NEW ADDITION TO THE USTES TEST SUPPLY IS THE NONREADING APTITUDE TEST BATTERY, (NATB) SERIES WHICH HAS BEEN DESIGNED TO MEASURE THE OCCUPATIONAL APTITUDES OF PEOPLE WHO DO POORLY ON STANDARD VOCATIONAL APTITUDE TESTS BECAUSE OF READING DIFFICULTIES OR AN INABILITY TO READ. THE NATB REQUIRES NO READING BY THE APPLICANT; ALL OF ITS QUESTIONS AND INSTRUCTIONS ARE READ TO THE EXAMINEE BY A TEST ADMINISTRATOR, AND ITS PAPER AND PENCIL ANSWERS ARE CONVEYED THROUGH PICTURE FORMS. IT HAS BECOME INCREASINGLY APPARENT TO EMPLOYMENT COUNSELORS THAT THE LOW TEST SCORES ATTAINED BY DISADVANTAGED PERSONS ARE NOT MEANINGFUL SINCE IT IS IMPOSSIBLE TO TELL IF THE SCORES ARE THE RESULT OF CULTURAL LIMITATIONS OR LIMITED ABILITY. RECOGNIZING THE IMPOSSIBILITY OF DEVELOPING A CULTURE FREE TEST, THE EMPLOYMENT SERVICE BEGAN ATTEMPTING TO DEVELOP ONE THAT WAS CULTURE FAIR. IT MEASURES AN APPLICANT'S ABILITY ON NINE DIFFERENT SCALES: INTELLIGENCE; NUMERICAL, SPATIAL, AND VERBAL ABILITIES; CLERICAL AND FORM PERCEPTION; MOTOR COORDINATION; AND FINGER AND MANUAL DEXTERITY. (DP)

ORD 1103
MITCHELL, MERLIN MERTON
THE EFFECT OF AUGMENTED INFORMATION FEEDBACK UPON THE PERFORMANCE OF A MOTOR SKILL BY PERSONS OF DIFFERING PERCEPTUAL ABILITY.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 95P.PH.D. DISSERTATION, INDIANA UNIVERSITY

DESCRIPTORS - *FEEDBACK; *PSYCHOMOTOR SKILLS; PERCEPTUAL MOTOR COORDINATION; SKILL ANALYSIS; *PERCEPTUAL MOTOR LEARNING; PERCEPTUAL DEVELOPMENT; DOCTORAL THESES; ANALYSIS OF VARIANCE; CORRELATION; *LEARNING PROCESSES; *EVALUATION METHODS

ABSTRACT - AUGMENTED INFORMATION FEEDBACK HAS OFTEN BEEN REPORTED AS A POSITIVE FACTOR IN THE LEARNING PROCESS. THIS STUDY ATTEMPTED TO ASSESS THE INTERACTION OF SUCH FEEDBACK AND INDIVIDUAL DIFFERENCES IN PERCEPTUAL ABILITY. THE PREDICTED RESULTS WERE THAT KNOWLEDGE OF PERFORMANCE AND GOOD PERCEPTUAL ABILITY WOULD ENABLE SUBJECTS TO RATE HIGHER IN THE THREE DEPENDENT VARIABLES OF SPEED, FORM, AND ACCURACY OF THE CRITERION MEASUREMENT, THE TENNIS SERVE. THE NON-AUGMENTED FEEDBACK GROUP RECEIVED NO INFORMATION ABOUT THEIR PERFORMANCE EXCEPT WHAT THEY COULD PERCEIVE, UNASSISTED, CONCERNING THEIR ACCURACY AND SPEED. THE AUGMENTED FEEDBACK GROUP RECEIVED A SERVE-BY-SERVE REPORT ON THE RATINGS GIVEN BY EACH OF THE COACHES. THE IMPLICATIONS FOR INSTRUCTIONAL DEVELOPMENT ARE ENCOURAGING. AUGMENTED INFORMATION FEEDBACK APPARENTLY WAS EFFECTIVE IN DIMINISHING PERFORMANCE DIFFERENCES BETWEEN SUBJECTS OF LOW AND HIGH PERCEPTUAL ABILITY. BOTH LEVELS OF PERCEPTION CHANGED IN THE POSITIVE DIRECTION AND AT UNIFORM RATES IN THE AUGMENTED FEEDBACK CONDITION ON ALL MEASURES OF PERFORMANCE, WHILE THE TWO LEVELS SHOWED INVERSE CHANGES OF SCORE DIRECTION IN THE NON-AUGMENTED FEEDBACK CONDITION FROM THE PRETEST TO THE POSTTEST. (DP)

ORD 1104
NEW TEST TOOL PROVES ITSELF; HELPS DISADVANTAGED FIND JOBS.

MANPOWER INFORMATION SERVICE; V2 P103 NOV 18 1970
PUB DATE - 70

DESCRIPTORS - *EDUCATIONALLY DISADVANTAGED; *OCCUPATIONAL TESTS; *PERFORMANCE TESTS; *NONVERBAL TESTS

ABSTRACT - A WORK SAMPLE SKILLS TEST HAS BEEN DEVELOPED BY THE JEWISH EMPLOYMENT AND VOCATIONAL SERVICES, PHILADELPHIA, TO REPLACE PENCIL AND PAPER TESTING OF THE DISADVANTAGED. IT IS BEING USED IN 32 CITIES INCLUDING THE CLEVELAND AND PHOENIX LABOR DEPARTMENT PROGRAMS. THE TEST USED 28 PROGRESSIVELY MORE DEMANDING TASKS RANGING FROM SORTING NUTS AND BOLTS TO READING BLUEPRINTS. IT IS ADMINISTERED OVER A 2-WEEK PERIOD IN A SIMULATED INDUSTRIAL SETTING COMPLETE WITH TIME CLOCKS AND WORK BENCHES. THE ARTICLE RECOMMENDS THAT THE USE OF SUCH TESTING PROCEDURES BE EXPANDED TO INCLUDE SERVICE OCCUPATIONS. (DP)

ORD 1105 ED 035 958
ASKOV, WARREN H., AND OTHERS
COGNITIVE STYLE AND SOCIAL RESPONSIBILITY: AN EMPIRICAL STUDY OF AN INSTRUMENT FOR ASSESSING HIGH SCHOOL STUDENTS' SENSE OF RESPONSIBILITY. TECHNICAL REPORT NO. 90.

WISCONSIN UNIV., MADISON. RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BUREAU OF RESEARCH.
EDRS PRICE MF-$0.75 HC-$7.00
OEC-5-10-154 24
TR-90 BR-5-0216
PUB DATE - JUL 69 138P.

DESCRIPTORS - ACADEMIC PERFORMANCE; *COGNITIVE PROCESSES; HIGH SCHOOL STUDENTS; *INTERESTS; MALES; SCHOOL ACTIVITIES; *SOCIAL RESPONSIBILITY; *STUDENT CHARACTERISTICS; *STUDENT ROLE; TESTING; THOUGHT PROCESSES

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO EXPLORE WHETHER DIFFERENCES EXIST BETWEEN COMPETENT AND INCOMPETENT HIGH SCHOOL STUDENTS IN THEIR STYLES OF THINKING AND IN THEIR ATTITUDES TOWARD WHAT THEY CONSIDER TO CONSTITUTE SOCIALLY RESPONSIBLE BEHAVIOR. SOCIAL RESPONSIBILITY WAS MEASURED BY A SPECIALLY CONSTRUCTED SOCIAL RESPONSIBILITY TEST (SRT). THE HYPOTHESIS THAT LOW SRT SCORES WOULD BE RELATED TO LOWER INTEREST IN SCHOOL RELATED ACTIVITIES AND TO HIGHER SCORES ON A TEST MEASURING INTEREST IN YOUTH CULTURE (YC) PARTICIPATION WAS TESTED WITH A SAMPLE OF SOPHOMORE AND SENIOR BOYS AT A LARGE URBAN HIGH SCHOOL. ONLY MODERATE SUPPORT WAS OBTAINED FOR THE HYPOTHESIS. WHERE SIGNIFICANT RELATIONSHIPS BETWEEN SRT, YC, AND SCHOOL PERFORMANCE VARIABLES WERE OBTAINED, THEY WERE IN A PATTERN OF LOW SRT AND HIGH YC SCORES ASSOCIATED WITH MEASURES OF LOWER INTEREST AND PERFORMANCE IN SCHOOL. (AUTHOR/KJ)

ORD 1106 ED 045 778
BUSHNELL, DON D.
THE PRODUCTION AND VALIDATION OF EDUCATIONAL SYSTEMS PACKAGES FOR OCCUPATIONAL TRAINING OF DEPRESSED AREA STUDENTS: OR BLACK STUDENT VERSUS TEACHER EVALUATION OF URBAN VOCATIONAL PROGRAMS. FINAL REPORT.

COMMUNICATIONS ASSOCIATES, SANTA BARBARA, CALIF.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BUREAU OF RESEARCH.
EDRS PRICE MF-$1.00 HC-$10.85
OEG-4-6-062777-2239 08
BR-6-2777
PUB DATE - SEP 70 215P.

DESCRIPTORS - FILM PRODUCTION; *FILM STUDY; *HIGH SCHOOL STUDENTS; MOTIVATION; *NEGRO STUDENTS; SELF CONCEPT; STUDENT ATTITUDES; *STUDENT EVALUATION; URBAN EDUCATION; *VOCATIONAL EDUCATION; VOCATIONAL SCHOOLS
IDENTIFIERS - PHILADELPHIA

ABSTRACT - THIS REPORT FOCUSES ON EVALUATION OF URBAN VOCATIONAL PROGRAMS BY BLACK STUDENTS. TUTORIAL REVIEW SESSIONS WERE CONDUCTED WITH 72 BLACK HIGH SCHOOL STUDENTS FROM A LARGE VOCATIONALLY-ORIENTED SCHOOL IN PHILADELPHIA IN ORDER TO EVALUATE AND REVISE SELF-INSTRUCTIONAL PROGRAMS BASED ON STANDARD COURSES IN VOCATIONAL EDUCATION. THE HYPOTHESIS THAT INSTRUCTIONAL PROGRAMS REVISED UNDER STUDENT REVIEW WOULD YIELD MORE LEARNING FOR BLACK STUDENTS THAN MATERIALS REVISED THROUGH INSTRUCTOR FEEDBACK WAS SUPPORTED. IN AN EMPIRICAL TEST WITH 35 STUDENTS, POST-TEST RESULTS BETWEEN EXPERIMENTAL GROUPS AND A CONTROL GROUP WERE SIGNIFICANTLY DIFFERENT AT THE .05 LEVEL. STUDENTS CONTENDED THAT STATUS WORK IS BARRED FOR BLACKS AND "DEAD END" CAREERS AT MINIMUM SALARY LEVELS ARE OFFERED TO THE NON-COLLEGE BOUND STUDENT BEFORE HE IS ABLE TO REALISTICALLY MATCH HIS ABILITIES AND INTERESTS AGAINST THE RAPIDLY CHANGING JOB SITUATION. STUDENTS PROPOSED A DEMONSTRATION PROJECT FOR HIGH SCHOOL DROPOUTS WHICH USED FILM-MAKING AS AN AID FOR THE DROPOUT TO GAIN A SENSE OF PERSONAL WELL-BEING AND THE ABILITY TO COMMUNICATE BEFORE SPECIFIC CAREER-ORIENTED TRAINING. TWELFTH AND OXFORD STREET GANG MEMBERS WERE TRAINED IN FILM-MAKING; AFTER PRODUCING A DOCUMENTARY, THEY LAUNCHED SEVERAL NEW ENTREPRENEURIAL ACTIVITIES. PAGES 34, 50, 51, APPENDIX J, AND PAGES 10 AND 11 OF APPENDIX L WILL NOT REPRODUCE CLEARLY IN HARD COPY DUE TO THEIR MARGINAL LEGIBILITY. (AUTHOR/JW)

ORD 1122U
LOHMAN, JOSEPH.
CULTURAL PATTERNS IN URBAN SCHOOLS.

PUB DATE - 67 16P.UNIVERSITY OF CALIFORNIA PRESS, BERKELEY CALIFORNIA

DESCRIPTORS - *CULTURAL TRAITS; *URBAN EDUCATION; *TEACHER ROLE; STUDENT BEHAVIOR; *TEACHER RESPONSIBILITY; *CULTURE CONFLICT; STUDENT TEACHER RELATIONSHIP

ABSTRACT - THE TEACHER MUST EXPECT TO BE REJECTED AND MUST BE ABLE TO TAKE HOSTILITY WITHOUT RETURNING IT. THE TEACHER IS AN ADULT AND CAN EXPECT A LITTLE MORE OF HERSELF THAN A STILL MATURING STUDENT. SHE MUST LEARN TO LIVE WITH FRUSTRATION AND NOT LET IT KEEP HER FROM CONTINUED EFFORT. SHE CANNOT EXPECT RESULTS TOO SOON, EITHER IN HER OWN INCREASED AWARENESS OF OUR CULTURALLY DIVERGENT CHILDREN OR IN THEIR REACTION TO HER. SHE CAN DEMAND CERTAIN STANDARDS OF BEHAVIOR; SHE CANNOT DEMAND THAT CHILDREN TRUST HER OR BELIEVE IN HER WHEN THEY HAVE HAD TOO MUCH EXPERIENCE TO THE CONTRARY. (DP)

ORD 1161R ED 050 298
MORGAN, ROBERT L., AND OTHERS
THE PLAN FOR IMPLEMENTATION OF AN EXEMPLARY OCCUPATIONAL EDUCATION PROGRAM IN A RURAL COMMUNITY.

NORTH CAROLINA STATE UNIV., RALEIGH. CENTER FOR OCCUPATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.65 HC-$3.29
OEG-2-7-070348-2698 08
CTR-OCCAS-PAPER-8 BR-7-0348
PUB DATE - 70 32P.

DESCRIPTORS - *ARTICULATION (PROGRAM); COUNSELING; *DEMONSTRATION PROGRAMS; ELEMENTARY SCHOOLS; HIGH SCHOOLS; JOB PLACEMENT; MIDDLE SCHOOLS; OCCUPATIONAL GUIDANCE; *PROGRAM DESCRIPTIONS; PROGRAM DESIGN; PROGRAM PLANNING; RURAL SCHOOLS; *RURAL SCHOOL SYSTEMS; SECONDARY SCHOOLS; VOCATIONAL COUNSELING; *VOCATIONAL EDUCATION
IDENTIFIERS - *OCCUPATIONAL EXPLORATION

ABSTRACT - THE PURPOSE OF THIS PAPER IS TO PRESENT AN OUTLINE OF THE OCCUPATIONAL EDUCATION PROGRAM THAT IS BEING IMPLEMENTED IN THE RURAL COMMUNITY OF APEX, NORTH CAROLINA. CAST IN THE FORM OF AN EXEMPLARY PROGRAM AND REPRESENTING A TOTAL APPROACH TO THE PROBLEM OF OCCUPATIONAL EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOL CHILDREN, THE PROGRAM WILL PROVIDE AN INTEGRATED EDUCATIONAL EXPERIENCE IN WHICH EACH COMPONENT OF THE EDUCATIONAL SYSTEM IS CAREFULLY MATCHED WITH EVERY OTHER COMPONENT TO PRODUCE THE GREATEST POSSIBLE EFFICIENCY. THE APEX PROGRAM IS DESIGNED TO PROVIDE FOR FOUR PHASES: (1) INCREASED ATTENTION TO COUNSELING AND PLACEMENT, (2) INTRODUCTION OF OCCUPATIONAL EDUCATION INTO THE LOWER GRADES, (3) EXPANSION OF OCCUPATIONAL EDUCATION IN THE MIDDLE GRADES, AND (4) PROVISION FOR ADDITIONAL OCCUPATIONAL EDUCATION AND GUIDANCE SERVICES IN UPPER GRADES. THE ALL-INCLUSIVE GOAL OF THIS EXEMPLARY PROGRAM IS TO DEMONSTRATE THE FEASIBILITY OF IMPLEMENTING A COMPREHENSIVE OCCUPATIONAL EDUCATION PROGRAM IN A RURAL SCHOOL SYSTEM. THE PROCESS OBJECTIVES ARE INCLUDED, AND THE PRODUCT OBJECTIVES ARE APPENDED. (GB)

ORD 1162U ED 001 037
MARBURGER, CARL
AN OVERVIEW OF TYPES OF GREAT CITIES SCHOOL IMPROVEMENT PROGRAMS.

EDRS PRICE MF-$0.09 HC-$0.36
PUB DATE - 30OCT63 7P.

DESCRIPTORS - CULTURAL ENRICHMENT; *DISADVANTAGED YOUTH; *INSERVICE TEACHER EDUCATION; PRESCHOOL PROGRAMS; *PRESERVICE EDUCATION; READING INSTRUCTION; REMEDIAL PROGRAMS; *SCHOOL COMMUNITY RELATIONSHIP; *URBAN EDUCATION; WORK STUDY PROGRAMS
IDENTIFIERS - DETROIT; GREAT CITIES PROGRAM; MICHIGAN; MOTIVATIONS

ABSTRACT - BECAUSE MILLIONS OF AMERICANS HAVE BEEN DEPRIVED OF EQUAL EDUCATIONAL OPPORTUNITIES, CITIES OF TODAY REALIZE THEIR OBLIGATION TO EDUCATE THE CULTURALLY DEPRIVED. CULTURALLY DEPRIVED CHILDREN REFLECT INDIFFERENCE TO RESPONSIBILITY, NONPURPOSEFUL ACTIVITY, POOR HEALTH HABITS, INADEQUATE COMMUNICATION SKILLS, LITTLE MASTERY OF READING SKILLS AND A SENSE OF FAILURE. THESE CHARACTERISTICS ARE REFLECTED IN THE SCHOOLS, LOWER ACHIEVEMENT RATES, LOWER INTELLIGENCE TEST SCORES, HIGH FAILURE RATES, POOR ATTENDANCE, HIGH INCIDENCES OF BEHAVIOR DIFFICULTIES AND HIGH DROPOUT RATES. THESE LEAD DIRECTLY TO POOR EMPLOYMENT SKILLS AND POTENTIAL, LIMITED MOTIVATION TOWARD AND UNDERSTANDING OF CIVIC RESPONSIBILITY, AND HIGH INCIDENCE OF DEPENDENCE. THE NEEDS OF DISADVANTAGED YOUTH MAY BE SERVED BY DEVELOPMENT OF A PROGRAM ADAPTED TO THEIR NEEDS, MODIFICATIONS OF THE EXISTING PATTERNS, PROPER SELECTION AND UTILIZATION OF PERSONNEL, IMPROVED USE OF INSTRUCTIONAL EQUIPMENT AND MATERIALS, AND INVOLVEMENT OF PARENTS AND COMMUNITY IN THE EDUCATIONAL PROGRAM. EDUCATORS MUST FACE THE PROBLEMS OF THE MID-20TH CENTURY IN EDUCATION. SOME OF THE PROJECTS EMPHASIZED HAVE BEEN--PRESCHOOL PROGRAMS, PRE AND IN-SERVICE EDUCATION, READING INSTRUCTION, CULTURAL ENRICHMENT AND FORMATION OF REMEDIAL PROGRAMS.

ORD 1163 ED 023 777
HAWKRIDGE, DAVID G., AND OTHERS
A STUDY OF SELECTED EXEMPLARY PROGRAMS FOR THE EDUCATION OF DISADVANTAGED CHILDREN: PART II. FINAL REPORT.

AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES, PALO ALTO, CALIF.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$1.50 HC-$17.15
OEC-0-8-089013-3515 (010) 24
AIR-752-9/68-FR 8R-8-9013
PUB DATE - SEP 68 341P.

DESCRIPTORS - *COMPENSATORY EDUCATION PROGRAMS; *DISADVANTAGED YOUTH; ELEMENTARY GRADES; MEXICAN AMERICANS; *NATIONAL SURVEYS; NEGRO STUDENTS; PRESCHOOL PROGRAMS; PROGRAM BUDGETING; *PROGRAM DESCRIPTIONS; PROGRAM DESIGN; *PROGRAM EVALUATION; PUERTO RICANS; READING INSTRUCTION; SCHOOL PERSONNEL; SECONDARY SCHOOLS; TABLES (DATA); TEST RESULTS; URBAN SCHOOLS

ABSTRACT - IN PART II OF THIS FINAL REPORT EACH OF 21 SUCCESSFUL COMPENSATORY EDUCATION PROGRAMS, PRESCHOOL THROUGH GRADE 12, IS DESCRIBED IN ENOUGH DETAIL TO PERMIT A SCHOOL DISTRICT TO MAKE A PRELIMINARY DECISION ABOUT THE DESIRABILITY OF ATTEMPTING A LOCAL REPLICATION. MOST OF THE PROGRAMS ARE INNER-CITY PROJECTS FOR NEGROES, PUERTO RICANS, AND MEXICAN-AMERICANS. (FOR PART I OF THIS REPORT, SEE UD 007618.) (AUTHOR)

ORDI 1164U ED 001 049
MITCHELL, CHARLES
THE DETROIT GREAT CITIES SCHOOL IMPROVEMENT PROJECT. PROGRAM SUMMARY.

EDRS PRICE MF-$0.09 HC-$0.64
PUB DATE - 64 14P.

DESCRIPTORS - COMPREHENSIVE PROGRAMS; *CULTURAL DISADVANTAGEMENT; *EDUCATIONAL NEEDS; *EDUCATIONAL PLANNING; ELEMENTARY EDUCATION; INSERVICE TEACHER EDUCATION; INSTRUCTIONAL MATERIALS; SCHOOL COMMUNITY RELATIONSHIP; *STAFF IMPROVEMENT; *TEACHER EDUCATION; TEACHER ORIENTATION; URBAN EDUCATION; WORKSHOPS
IDENTIFIERS - DETROIT; GREAT CITIES PROGRAM; MICHIGAN

ABSTRACT - TO MEET THE EDUCATIONAL NEEDS OF CHILDREN OF LIMITED BACKGROUNDS (COMPRISING ONE-THIRD OF THE CHILDREN ENROLLED IN AMERICA'S FOURTEEN LARGEST SCHOOL SYSTEMS) THE GREAT CITIES HAVE EMBARKED ON A

COOPERATIVE EFFORT TO IMPLEMENT, STUDY, AND EVALUATE AN APPROPRIATE EDUCATIONAL PROGRAM. IN DETROIT THE PROJECT NOW INVOLVES 27 SCHOOLS, 1,250 SCHOOL PERSONNEL AND 32 THOUSAND STUDENTS AND THEIR FAMILIES. FUNDS ARE RECEIVED ENTIRELY FROM THE LOCAL BOARD OF EDUCATION. FAMILIES LIVE IN LOW-COST HOUSING OR IN SUBSTANDARD, OVERCROWDED MULTIPLE DWELLINGS. FINANCIAL DIFFICULTIES OVERWHELM THEM. DETROIT HAS IMPLEMENTED A FOUR PART PROGRAM TO DEVELOP ACADEMIC AND SOCIAL COMPETENCE IN EACH CHILD IN SPITE OF HIS LIMITED BACKGROUND. BECAUSE A CHANGE IN TEACHER PERCEPTION MUST OCCUR IF THE CHILD'S CAPACITY IS TO BE REACHED, PART ONE IS CONCERNED WITH TEACHER-ORIENTATION WORKSHOPS TO PROVIDE USEFUL KNOWLEDGE IN TEACHING. PART TWO INVOLVES THE IMPROVED USE OF APPROPRIATE INSTRUCTIONAL EQUIPMENT AND MATERIALS, THE DEVELOPMENT OF MATERIALS AND METHODS SUITABLE FOR THE CHILDREN INVOLVED, AND MORE FLEXIBLE PROGRAMMING TO MEET INDIVIDUAL NEEDS. IN PART THREE, ADDITIONAL STAFF ARE ASSIGNED TO SCHOOLS AS READING COORDINATORS, VISITING TEACHERS, AND SCHOOL-COMMUNITY AGENTS. PART FOUR CONCERNS THE PUBLIC AND PRIVATE AGENCY INVOLVEMENT AND THE DEVELOPMENT OF COOPERATIVE SCHOOL-COMMUNITY-HOME RELATIONSHIP. DATA INDICATES THAT A LARGER NUMBER OF CHILDREN WILL LEAVE PROJECT SCHOOLS WITH INCREASED ACADEMIC AND SOCIAL COMPETENCE, WILL STAY IN SCHOOL LONGER, AND WILL HAVE A GREATER CAPACITY FOR FINANCIAL AND POLITICAL CITIZENSHIP INDEPENDENCE.

ORD 1167 ED 011 296
BARNES, BILL; MANZANARES, JESS
VOCATIONAL CORE PROGRAM.

NEW MEXICO STATE DEPT. OF EDUCATION, SANTA FE.
EDRS PRICE MF-$0.09 HC-$0.80
PUB DATE - 66 20P.

DESCRIPTORS - ADMISSION CRITERIA; *DISADVANTAGED YOUTH; HIGH SCHOOL STUDENTS; JUNIOR HIGH SCHOOLS; RESEARCH COORDINATING UNITS; SENIOR HIGH SCHOOLS; *STUDENT REHABILITATION; VOCATIONAL EDUCATION; *WORK EXPERIENCE PROGRAMS
IDENTIFIERS - HOBBS; SANTA FE

ABSTRACT - A 10-YEAR PROGRAM FOR DISADVANTAGED YOUTHS IS DESCRIBED. ITS OBJECTIVES WERE TO--(1) MEET THE NEEDS OF STUDENTS WHO HAVE NO INTEREST IN OR ABILITY TO ADAPT TO A REGULAR SCHOOL PROGRAM, (2) RELIEVE THE CLASSROOM TEACHER OF DISCIPLINE PROBLEMS WHICH BECOME TIME CONSUMING TO THE POINT THAT OTHER CLASS MEMBERS ARE PENALIZED, AND (3) ESTABLISH A FLEXIBLE SCHOOL PROGRAM WHICH INCLUDES ACTIVITIES BOTH IN AND OUT OF THE REGULAR SCHOOL DAY. CRITERIA FOR STUDENT SELECTION INCLUDED (1) POOR GENERAL ATTITUDE, (2) LACK OF INTEREST IN THE REGULAR CURRICULUM, (3) CHRONIC MISBEHAVIOR, (4) PETTY CRIMINAL ACTIVITIES, (5) INCORRIGIBLE TRUANCY, (6) INABILITY TO GET ALONG WITH OTHER PEOPLE, AND (7) DROPOUT POTENTIAL. SCHEDULING WAS DONE ON AN INDIVIDUAL BASIS BY THE VOCATIONAL CORE TEACHER. STUDENTS WERE ENCOURAGED TO PARTICIPATE IN A WORK EXPERIENCE PROGRAM AND TAKE COURSES WHICH THEY WANTED TO TAKE AND IN WHICH THEY MIGHT SUCCEED. THE PROGRAM OPERATES AT THE JUNIOR AND SENIOR HIGH SCHOOL LEVEL. JUNIOR HIGH STUDENTS RECEIVED CREDIT AS RECOMMENDED BY THE VOCATIONAL CORE TEACHER AND AT THE SENIOR HIGH LEVEL, THE PRINCIPAL COOPERATED IN THIS RECOMMENDATION. THE STUDENT MAY TRANSFER TO THE REGULAR CURRICULUM AT WILL. EXTENSIVE INDIVIDUAL COUNSELING IS DONE BY THE VOCATIONAL CORE TEACHER. (EM)

ORD 1168 ED 023 494
SEGEL, DAVID; RUBLE, RONALD A.
THE LINCOLN PROJECT: A STUDY OF THE EDUCATIONAL PROGRAM OF A JUNIOR HIGH SCHOOL IN A TRANSITIONAL NEIGHBORHOOD. A REPORT OF THE LINCOLN GUIDANCE RESEARCH PROJECT.

ALBUQUERQUE PUBLIC SCHOOLS, N. MEX.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$2.30
95
PUB DATE - 62 44P.

DESCRIPTORS - *BILINGUAL STUDENTS; *CURRICULUM; ECONOMICALLY DISADVANTAGED; *GRADE 9; GUIDANCE COUNSELING; MOTIVATION; REMEDIAL PROGRAMS; *SERVICE OCCUPATIONS; SPANISH SPEAKING; STUDENT EVALUATION; *VOCATIONAL COUNSELING
IDENTIFIERS - *ALBUQUERQUE PUBLIC SCHOOLS

ABSTRACT - THE LINCOLN GUIDANCE RESEARCH PROJECT, FUNDED BY THE NATIONAL DEFENSE EDUCATION ACT, STUDIED A GROUP OF JUNIOR HIGH SCHOOL STUDENTS IN A TRANSITIONAL NEIGHBORHOOD WITH MAJOR EMPHASIS ON EDUCATIONAL NEEDS OF STUDENTS WHO WILL FIND EMPLOYMENT IN SERVICE OCCUPATIONS. RECOMMENDATIONS INCLUDED INTENSIVE REMEDIAL WORK AT THE SEVENTH GRADE LEVEL, CONTINUAL EVALUATION OF STUDENTS' PROGRESS THROUGHOUT THE JUNIOR HIGH GRADES, INCREASED GUIDANCE AND COUNSELING STAFF, AND A THIRD CURRICULUM CHOICE AT THE TENTH GRADE LEVEL, IN ADDITION TO COLLEGE PREPARATION AND VOCATIONAL EDUCATION. IT WAS PROPOSED THAT STUDENTS WITH LESS THAN HIGH SCHOOL CAPABILITIES ENTER A TWO-YEAR INTENSIVE WORK-EXPERIENCE TRAINING PROGRAM IN PREPARATION FOR VOCATIONAL OPPORTUNITIES WHICH DO NOT REQUIRE HIGH SCHOOL GRADUATION FOR EMPLOYMENT. TEST RESULTS, QUESTIONNAIRES, AND RATING FORMS USED IN THE STUDY ARE INCLUDED AS APPENDICES. (JH)

ORDI 1169 ED 042 920
ULLERY, J. WILLIAM
MANAGEMENT AND EVALUATION PLAN FOR INSTRUCTIONAL SYSTEMS DEVELOPMENT FOR VOCATIONAL-TECHNICAL EDUCATION. PROJECT ABLE: DEVELOPMENT AND EVALUATION OF AN EXPERIMENTAL CURRICULUM FOR THE NEW QUINCY (MASS.) VOCATIONAL-TECHNICAL SCHOOL.

AMERICAN INSTITUTES FOR RESEARCH, PITTSBURGH, PA.
QUINCY PUBLIC SCHOOLS, MASS.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BUREAU OF RESEARCH.
EDRS PRICE MF-$1.25 HC-$13.55
OEC-5-85-019 08
TR-15 BR-5-0009
PUB DATE - APR 70 269P.

DESCRIPTORS - *BEHAVIORAL OBJECTIVES; *CURRICULUM DEVELOPMENT; *PROGRAM EVALUATION; PROGRAM IMPROVEMENT; *SYSTEMS APPROACH; TASK ANALYSIS; TASK PERFORMANCE; *VOCATIONAL EDUCATION; VOCATIONAL FOLLOWUP
IDENTIFIERS - *PROJECT ABLE

ABSTRACT - INTENDED TO SERVE AS A MANUAL FOR THE DEVELOPMENTAL AND EVALUATIVE ACTIVITIES OF PROJECT ABLE, THIS REPORT PRESENTS THE MANAGEMENT AND EVALUATION PLAN FOR INSTRUCTIONAL SYSTEM DEVELOPMENT. MAJOR EMPHASIS OF THE PLAN IS THE FORMATION OF EVALUATIVE PROCEDURES DRAWING ON STUDENT PERFORMANCE DATA AS THE PRIMARY SOURCE OF FEEDBACK. TO INSURE CONTINUOUS PROGRAM AND PRODUCT IMPROVEMENT, THE SYSTEM IS DESIGNED AROUND A TEST/REVISE/RETEST PROCESS WHICH SHOULD CONTINUE AS LONG AS THE PROGRAM IS IN OPERATION. JOB AND TASK DESCRIPTIONS, FOLLOWED BY SPECIFICATION OF BEHAVIORALLY STATED PERFORMANCE OBJECTIVES, ARE THE BASIS OF THE PRIMARY EVALUATION INSTRUMENTS. PROCEDURES FOR THE DESIGN AND APPLICATION OF DEVELOPMENTAL AND EVALUATIVE INSTRUMENTS ALONG WITH SAMPLE MATERIALS, FLOW CHARTS, VARIOUS SYSTEM CONTROL DOCUMENTS, AND SAMPLE INSTRUMENTS FOR FORMATIVE AND SUMMATIVE EVALUATION ARE INCLUDED. (AUTHOR/SB)

ORD 1170
REDDICK, THOMAS L.
A MODEL HIGH SCHOOL VOCATIONAL PROGRAM.

THE CLEARING HOUSE; V45 N4 P215 DEC 1970
PUB DATE - 70

DESCRIPTORS - HIGH SCHOOL STUDENTS; *HIGH SCHOOL CURRICULUM; VOCATIONAL HIGH SCHOOLS; VOCATIONAL COUNSELING; *VOCATIONAL EDUCATION; VOCATIONAL FOLLOWUP; *INSTRUCTIONAL INNOVATION; *DROPOUT PREVENTION; *JOB TENURE; WORK STUDY PROGRAMS; WORK EXPERIENCE PROGRAMS; GUIDANCE COUNSELING; GUIDANCE SERVICES
IDENTIFIERS - HUDSON (OHIO) HIGH SCHOOL

ABSTRACT - SINCE THE 1965-66 SCHOOL YEAR AN INNOVATIVE VOCATIONAL EDUCATION PROGRAM HAS BEEN IN EFFECT AT HUDSON HIGH SCHOOL, HUDSON, OHIO, FOR THE PURPOSE OF REDUCING THE DROPOUT RATE AND INCREASING THE JOB RETENTION RATE OF THE GRADUATES OF THE VOCATIONAL PROGRAM. FOUR ESSENTIAL ASPECTS OF TRAINING ARE PROVIDED: (1) A PREVOCATIONAL EXPLORATORY PROGRAM IN THE EIGHTH GRADE, (2) SPECIFIC TRAINING FOR A SALABLE SKILL FOLLOWING GRADUATION, (3) A WORKSTUDY EXPERIENCE DURING HIGH SCHOOL, AND (4) A PROGRAM BROAD ENOUGH FOR EACH STUDENT TO DEVELOP A RENEWED INTEREST IN SCHOOL AND COMPLETE THE REQUIREMENTS FOR GRADUATION. INTENSIVE GUIDANCE COUNSELING HAS BEEN AN IMPORTANT PART OF THE PROGRAM. SPECIAL SECTIONS OF MANY OF THE REGULAR ACADEMIC COURSES HAVE BEEN MADE AVAILABLE TO VOCATIONAL STUDENTS TO MEET THEIR PARTICULAR INTERESTS AND NEEDS. THE DROPOUT RATE HAS BEEN REDUCED BY TWO-THIRDS SINCE THE VOCATIONAL PROGRAM WAS INSTITUTED. FOLLOWUP STUDIES SHOW THAT THE JOB RETENTION RATE IS ABOUT DOUBLE THAT OF STUDENTS WHO GRADUATED BEFORE THE PROGRAM BEGAN. ATTITUDE STUDIES SHOW THAT THE COMMUNITY, TEACHERS, PARENTS, AND THE STUDENTS THEMSELVES ARE SOLD ON THE VOCATIONAL PROGRAM. (AUTHOR/DP)

ORD 1171 VT 011 563
CONCERN CONFERENCE ON THE RESPONSIBILITY TO THE DISADVANTAGED AND HANDICAPPED. (KENOSHA TECHNICAL INSTITUTE, JUNE 16-18, 1970). FINAL REPORT.

KENOSHA TECHNICAL INST., WIS.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN70 103P.

DESCRIPTORS - *CONFERENCE REPORTS; *DISADVANTAGED GROUPS; *HANDICAPPED; ECONOMICALLY DISADVANTAGED; VOCATIONAL EDUCATION; PROGRAM DEVELOPMENT; NEEDS; *INTERINSTITUTIONAL COOPERATION
IDENTIFIERS - CONCERN CONFERENCE ON THE RESPONSIBILITY TO THE DISADVANTAGED AND HANDICAPPED, KENOSHA, WISCONSIN, JUNE 16-18, 1970

ABSTRACT - DOCUMENTS ANNOUNCED WITH VT NUMBERS ONLY IN THE WINTER 1970 ISSUE (VT 012 961) OF ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION (ARM) ARE INCLUDED IN THIS MICROFICHE SET. MICROFICHE AVAILABILITY FOR THESE DOCUMENTS IS SHOWN ON THE ARM RESUME AS MF AVAILABLE IN VT-ERIC SET. THE MICROFICHE SET IS ARRANGED IN THE FOLLOWING SEQUENCE: (1) A VOCATIONAL TECHNICAL (VT) NUMBER INDEX TO DOCUMENTS IN THE MICROFICHE COLLECTION, (2) THE AUTHOR INDEX, THE VOCATIONAL AND SUPPORTING SERVICES INDEX, AND THE SUBJECT INDEX FROM ARM, AND (3) THE FULL TEXT OF DOCUMENTS LISTED IN THE VT NUMBER INDEX. THE TEXTS ARE FILMED CONTINUOUSLY IN VT NUMBER SEQUENCE. (CD)

ORDI 1172
JACKSONVILLE CONTRACTS CRASH PROGRAM FOR FIRST GRADERS.

REPORT ON EDUCATION OF THE DISADVANTAGED; V3 N25 P7 DEC 1970
PUB DATE - 70

DESCRIPTORS - *DISADVANTAGED YOUTH; *GRADE 1; *CONTRACTS; *ACHIEVEMENT GAINS; ACADEMIC ACHIEVEMENT; *SUPPLEMENTARY EDUCATIONAL CENTERS; ACADEMIC PERFORMANCE; ACADEMIC ABILITY; ACADEMIC ENRICHMENT; INSTRUCTIONAL INNOVATION; INSERVICE TEACHER EDUCATION; INCENTIVE SYSTEMS; TEACHING TECHNIQUES
IDENTIFIERS - PROJECT IMPACT; DUVAL COUNTY SCHOOLS FLORIDA; MAXIMUM ACHIEVEMENT CENTERS; LEARNING RESEARCH ASSOCIATES NEW YORK CITY

ABSTRACT - ACADEMIC GAINS OF AT LEAST HALF A GRADE LEVEL IN JUST 4 MONTHS--IS WHAT LEARNING RESEARCH ASSOCIATES, (LRA), INC., OF NEW YORK CITY, IS GUARANTEEING FLORIDA'S DUVAL COUNTY PUBLIC SCHOOLS. LRA IS SCHEDULED TO LAUNCH A TEACHER-SUPPORTED PROGRAM UNDER CONTRACT TO THE LOCAL SCHOOL BOARD, AIMED AT RAISING THE ACHIEVEMENT OF 300 JACKSONVILLE FIRST GRADERS IN READING, WRITING, MATH, SOCIAL STUDIES, AND SCIENCE. PROJECT IMPACT (INSTRUCTION AND MANAGEMENT PRACTICES TO AID

CLASSROOM TEACHING), BEGAN IN THREE OF JACKSONVILLE'S TITLE I SCHOOLS, WHERE FIRST GRADERS ATTENDED MAXIMUM ACHIEVEMENT CENTERS FOR 3 HOURS A DAY TO SHARPEN THINKING AND ACADEMIC SKILLS. TEACHERS, SELECTED BY THE SCHOOL BOARD FOR FLEXIBILITY AND EAGERNESS TO PARTICIPATE IN THE INNOVATIVE PROGRAM, WERE TRAINED BY LRA TO USE THE INQUIRY APPROACH TO LEARNING. AS EMPLOYEES OF THE LOCAL SCHOOL SYSTEM, THE TEACHER DID NOT RECEIVE EXTRA PAY FOR PARTICIPATING IN THE EXPERIMENTAL PROGRAM, BUT LRA WAS PERMITTED TO OFFER INCENTIVES WITH THE BOARD'S APPROVAL. INSERVICE TRAINING WAS PROVIDED DURING THE INITIAL 4 MONTHS OF THE PROGRAM. (DP)

ORD 1174 ED 043 735
OPERATION JOB START. FINAL REPORT.

HUMAN DEVELOPMENT AND EDUCATION CORP., PATTERSON, N.J.
MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C.
EDRS PRICE MF-$0.75 HC-$7.05
PUB DATE - FEB 69 139P.

DESCRIPTORS - *COUNSELING PROGRAMS; *DISADVANTAGED YOUTH; *EMPLOYER ATTITUDES; *EMPLOYMENT OPPORTUNITIES; EMPLOYMENT PROGRAMS; MANPOWER UTILIZATION; NEGATIVE ATTITUDES; UNEMPLOYMENT; *WORK ATTITUDES; YOUTH OPPORTUNITIES

ABSTRACT - OPERATION JOB START IS AN EXPERIMENTAL PROJECT WHICH SEEKS TO RECONCILE THE OPPOSING ATTITUDES OF UNEMPLOYED YOUTH, WHO FEEL THAT NO MEANINGFUL EMPLOYMENT OPPORTUNITIES EXIST FOR THEM, AND THE EMPLOYERS WHO BELIEVE THAT THESE YOUTH WOULD NOT MAKE GOOD EMPLOYEES. IN ORDER TO BRING THE TWO GROUPS TOGETHER, FOUR MAJOR AREAS ARE EMPHASIZED: (1) EFFORTS TO CHANGE THE ATTITUDES OF BOTH EMPLOYERS AND YOUTH, (2) MANAGEMENT ASSISTANCE TO MODIFY JOBS, (3) A COUNSELING PROGRAM FOR YOUTH PARTICIPANTS DURING THE FIRST 3 MONTHS AFTER PLACEMENT, AND (4) UNIFORM CRITERIA TO EVALUATE INDIVIDUAL ADJUSTMENT AND COMPANY EFFORTS. THE FINDINGS INCLUDE OBSERVATIONS ABOUT THE JOB ADJUSTMENT OF DISADVANTAGED YOUTH, EVALUATION OF THE PROJECT, AND RECOMMENDED CHANGES FOR FUTURE EFFORTS. THE REPORT STRESSES THE NEED FOR GREATER APPLICATION OF THE PRINCIPLES OF HUMAN RELATIONS, SUPERVISION, AND PERSONNEL PSYCHOLOGY TO THE NEEDS OF DISADVANTAGED YOUTH. (BH)

ORD 1175 ED 047 033
EDUCATION OF THE DISADVANTAGED: AN EVALUATIVE REPORT ON TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, FISCAL YEAR 1968.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.
OE-37013-68
SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (HE-5.237:37013-68, $2.00)
PUB DATE - APR 70 275P.

DESCRIPTORS - *COMPENSATORY EDUCATION PROGRAMS; *DISADVANTAGED YOUTH; ELEMENTARY SCHOOLS; ELEMENTARY SCHOOL STUDENTS; FEDERAL AID; FEDERAL PROGRAMS; *PROGRAM EVALUATION; PUBLIC SCHOOLS; SCHOOL DISTRICTS; STATE DEPARTMENTS OF EDUCATION; *STUDENT CHARACTERISTICS; STUDENT NEEDS
IDENTIFIERS - *ELEMENTARY SECONDARY EDUCATION ACT TITLE I; ESEA TITLE I PROGRAM

ABSTRACT - THIS REPORT IS CONCERNED WITH TITLE I OF ESEA, THE FEDERAL FUNDING PROVISIONS MOST DIRECTLY CONCERNED WITH DISADVANTAGED PUPILS. PURSUANT TO THE CONGRESSIONAL DIRECTIVE, THE COMMISSIONER AUTHORIZED A NUMBER OF STUDIES INCLUDING NATIONWIDE SURVEYS OF EDUCATIONAL ACTIVITIES FINANCED WITH FUNDS DRAWN FROM ESEA TITLE I. ONE SURVEY OF PUBLIC ELEMENTARY SCHOOLS WAS MADE DURING THE LATTER PART OF THE 1967-68 SCHOOL YEAR, AND THE RESULTS OBTAINED FROM THE SURVEY ARE CURRENT FOR JUNE 1969. STUDIES ALSO ARE CONDUCTED AND REPORTED REGULARLY BY STATE EDUCATION AGENCIES, AND BY EACH OF THE APPROXIMATELY 17,000 PUBLIC SCHOOL DISTRICTS THAT ADMINISTER TITLE I FUNDS TO SUPPORT ACADEMIC PROJECTS AND RELATED ACTIVITIES. TITLE I PROGRAMS FOR DISADVANTAGED PUPILS ARE EXAMINED IN ADDITION BY INTERESTED PARENTS' AND CITIZENS' COMMITTEES, AND BY RESEARCH SCIENTISTS WHO SPECIALIZE IN LEARNING PROBLEMS OF DISADVANTAGED CHILDREN AND YOUTH. NONETHELESS, THIS IS CONSIDERED THE FIRST REPORT THAT ENDEAVORS TO EXAMINE THE NATURE AND EXTENT OF TITLE I ACTIVITIES CONDUCTED THROUGH STATE AND LOCAL PUBLIC EDUCATION AGENCIES, AND THE FIRST TO EXAMINE TITLE I PERFORMANCE AS AN INSTRUMENT OF NATIONAL POLICY. (AUTHOR/JM)

ORD 1177
GORDAN, EDMUND W; WILKERSON, DOXEY A.
COMPENSATORY EDUCATION FOR THE DISADVANTAGED.

PUB DATE - 67 COLLEGE ENTRANCE EXAMINATION BOARD, PRINCETON, N.J.

DESCRIPTORS - *COMPENSATORY EDUCATION PROGRAMS; *DISADVANTAGED YOUTH; STUDENT CHARACTERISTICS; INSTRUCTIONAL INNOVATION; FACULTY RECRUITMENT; HIGHER EDUCATION; TEACHER EDUCATION; *EDUCATIONAL INNOVATION; EXTENDEDSCHOOL YEAR; PRESCHOOL PROGRAMS.

ABSTRACT - VIEWED AS A GROUP, COMPENSATORY PROGRAMS ARE SURPRISINGLY RECENT. OF THE PROGRAMS FOR WHICH STARTING DATES ARE AVAILABLE, 93 PERCENT BEGAN SINCE 1960 AND 43 PERCENT JUST SINCE 1963. RELATIVELY FEW OF THESE HAVE BEEN SET UP ON A CONTROLLED EXPERIMENTAL BASIS TO DETERMINE WHETHER SPECIFIC INNOVATIONS RESULT IN IMPROVED STUDENT PERFORMANCE. CHILDREN WHO ARE PROGRESSING AT THEIR EXPECTED RATE NEED GOOD TEACHERS. CHILDREN WHO ARE NOT SUCCEEDING IN SCHOOL--WHO ARE HANDICAPPED BY INTRINSIC OR EXTRINSIC CONDITIONS--REQUIRE EXCEPTIONALLY GOOD TEACHERS WITH SPECIAL COMPETENCIES. SKILLS ARE NEEDED IN THE PSYCHO-EDUCATIONAL PROCESSES SUCH AS MASTERY OF CONTENT, APPLICATION OF THE LAWS OF LEARNING, AND PROBLEM SOLVING. THE AUTHORS ALSO DEAL WITH PUPIL CHARACTERISTICS, INNOVATIONS IN CURRICULUM AND STAFFING PATTERNS, AND COMPENSATORY PRACTICES IN COLLEGES AND

UNIVERSITIES. A LIST OF COLLEGES AND UNIVERSITIES CONDUCTING COMPENSATORY PROGRAMS AND A DIRECTORY OF COMPENSATORY PRACTICES BY STATE ARE APPENDED. (DP)

ORD 1181R
FIRM CITIES SUPPORTIVE SERVICES AS KEY TO JOBS '70 TRAINING PLAN.

RUTTENBERG, STANLEY H., & ASSOCIATES, INC.

MANPOWER INFORMATION SERVICE: V2 N12 PP 272-73
PUB DATE - 24FEB71

DESCRIPTORS - *ANCILLARY SERVICES; *ON THE JOB TRAINING; INDUSTRIAL TRAINING; INPLANT PROGRAMS; RURAL YOUTH; *MANPOWER DEVELOPMENT; *WORK ATTITUDES; *RECRUITMENT; EDUCATIONAL PROGRAMS
IDENTIFIERS - APPALACHIA; MANPOWER EDUCATION AND TRAINING SERVICES, METS; BERKLINE CORPORATION; MORRISTOWN TENNESSEE

ABSTRACT - THROUGH THE RELATIVELY BRIEF HISTORY OF MANPOWER TRAINING PROGRAMS FOR THE DISADVANTAGED, THE DEVELOPING TREND HAS BEEN TOWARD THE USE OF SUPPORTIVE SERVICES TO HELP PREPARE THE TRAINEE FOR THE WORLD OF WORK. WHETHER APPLIED PRIOR TO, OR IN CONJUNCTION WITH REGULAR ON-THE-JOB TRAINING, MANPOWER SPECIALISTS HAVE FOUND THAT SUCH SERVICES HELP TO MOTIVATE THE WORKER AND CLEAR MANY OF THE EXISTING HURDLES TO PERMANENT EMPLOYMENT. ONE EXAMPLE IS OFFERED IN A NEW ACCOUNTING OF THE JOBS '70 TRAINING PROGRAM DEVELOPED BY THE BERKLINE CORPORATION OF MORRISTOWN, TENNESSEE. A DESCRIPTION OF THE TECHNIQUES USED AT BERKLINE IS PROVIDED. THE JOBS TRAINEE RETENTION RATE WAS MORE THAN DOUBLE THAT OF THE REGULAR HIRES. BOTH GROUPS WERE GIVEN IDENTICAL ON-THE-JOB-TRAINING. THE DIFFERENCES IN THE APPROACHES WERE IN THE METHODS OF RECRUITMENT AND THE APPLICATION OF SUPPORTIVE SERVICES TO THE JOBS TRAINEES. IN BOTH CASES, MANPOWER EDUCATION AND TRAINING SERVICES (METS) OF KNOXVILLE PROVIDED EXTENSIVE ASSISTANCE IN DEVELOPING THE PROGRAMS. RECRUITMENT AMONG THE JOBS TRAINEES FOCUSED ON THE RURAL AREAS OF THE APPALACHIAN MOUNTAIN REGION. THE METS EDUCATIONAL PROGRAM CONCENTRATED MOST HEAVILY ON MATHEMATICS, BUT INCLUDED BASIC READING, JOB COMMUNICATIONS, AND SOME BASIC JOB ECONOMICS. THE SUPPORTIVE SERVICES INCLUDED EXTENSIVE TRANSPORTATION ASSISTANCE AND HELP IN HANDLING MINOR PERSONAL OR FAMILY PROBLEMS. (DP)

ORD 1182 ED 051 368
ROBERTS, MARKLEY
PRE-APPRENTICESHIP TRAINING FOR DISADVANTAGED YOUTH: A COST-BENEFIT STUDY OF TRAINING BY PROJECT BUILD IN WASHINGTON, D.C.

AMERICAN UNIV., WASHINGTON, D.C.
MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C. OFFICE OF MANPOWER RESEARCH.
DOCUMENT NOT AVAILABLE FROM EDRS.
NATIONAL TECHNICAL INFORMATION SERVICE, OPERATIONS DIVISION, SPRINGFIELD, VIRGINIA 22151 (PB 191 864, MF $0.95; SEE CATALOG FOR HARD
PUB DATE - MAY 70 475P.PH.D. DISSERTATION; AMERICAN UNIVERSITY

DESCRIPTORS - APPRENTICESHIPS; *COST EFFECTIVENESS; *DISADVANTAGED YOUTH; *EDUCATIONAL PROGRAMS; *INNER CITY; *NEGROES; OUT OF SCHOOL YOUTH; TRADE AND INDUSTRIAL EDUCATION
IDENTIFIERS - PROJECT BUILD

ABSTRACT - THIS STUDY FOCUSES ON THE BENEFITS AND COSTS OF PREAPPRENTICESHIP INSTITUTIONAL TRAINING AIMED AT REDUCING THE EMPLOYMENT PROBLEMS OF MALE INNER CITY NEGRO YOUTHS. USING A SAMPLE OF 195 YOUTHS IN PROJECT BUILD, INCLUDING 110 GRADUATES, 20 DROPOUTS, AND 65 APPLICANTS WHO WERE NOT ACCEPTED, INTERVIEWS WERE CONDUCTED TO GATHER DATA ON INDIVIDUAL CHARACTERISTICS AND EMPLOYMENT SUCCESS. COMPARISON OF THE TOTAL BENEFITS AND COSTS TO THE INDIVIDUAL AND TO SOCIETY SHOWS THAT THE TRAINING PROGRAM IS A WORTHWHILE INVESTMENT WHICH CAN HELP HARD-CORE DISADVANTAGED YOUTH TO ENTER APPRENTICESHIP PROGRAMS, WITH BENEFITS FAR GREATER THAN THE COST OF TRAINING. (BH)

ORD 1183
EMPHASIS ON HUMAN PROBLEMS MARKS CHRYSLER TRAINING EFFORT.

MANPOWER INFORMATION SERVICE: V2 N5 PP 111-113 NOV 18 1970
PUB DATE - 70

DESCRIPTORS - *JOB TRAINING; *ON THE JOB TRAINING; JOB SKILLS; JOB SATISFACTION; *ADJUSTMENT PROBLEMS; MANPOWER DEVELOPMENT; *PERSONAL ADJUSTMENT; TRANSPORTATION; MOTIVATION; DISCIPLINE; TEAMWORK; COUNSELING SERVICES; ECONOMICALLY DISADVANTAGED; EDUCATIONALLY DISADVANTAGED
IDENTIFIERS - CHRYSLER CORPORATION; VESTIBULE TRAINING PROGRAM

ABSTRACT - THE CHRYSLER CORPORATION MANPOWER POLICY HAS SHIFTED FROM EMPHASIS ON MECHANICS OF THE JOB TO EMPHASIS ON THE HUMAN FACTORS OF PRODUCTION. THE MAIN CONCERNS OF THE PROGRAM INCLUDE (1) MOTIVATION, (2) DISCIPLINE, (3) TEAMWORK, (4) TACKLING TRAINEES' PERSONAL PROBLEMS, AND (5) ACCLIMATING TRAINEES TO THE PHYSICAL RIGORS OF AN 8-HOUR JOB. THE VESTIBULE TRAINING PROGRAM COVERED SIX WEEKS OF INSTRUCTION IN A SIMULATED WORK SITUATION. THE CURRICULUM STRESSED ORIENTATION TO THE WORK ENVIRONMENT AND GOALS SO AS TO CONVINCE THE TRAINEE OF THE DIGNITY OF EARNING HIS OWN WAY. THE INSTRUCTION WAS FURTHER INTENDED TO HELP THEM ACCEPT THE DISCIPLINE OF THE WORK WORLD AND TO DEMONSTRATE THAT THE ESTABLISHMENT IS MADE UP OF PEOPLE WORKING TOGETHER. THE PROGRAM PROVIDED TRANSPORTATION, WHERE NECESSARY, FOR PRETRAINING INTERVIEWS AND TESTS AND A TRANSPORTATION ALLOWANCE DURING THE TRAINING PERIOD. THE TRAINEES LEARNED TO READ WORK INSTRUCTIONS, DO PRODUCTION-RELATED MATHEMATICS CALCULATIONS, AND UNDERSTAND THEIR OWN PAYCHECKS. EXTENSIVE COUNSELING SERVICES WERE PROVIDED ALONG WITH AN ORIENTATION TO THE LABOR UNION AND ITS OPERATION. THE OVERALL TRAINING PERIOD COVERED 4-WEEKS OF CLASSROOM WORK AND 2-WEEKS

OF HANDS-ON TRAINING IN A MINIATURE JOB SETTING. (DP)

ORD 1184U ED 040 279
THE NEIGHBORHOOD YOUTH CORPS: A REVIEW OF RESEARCH. MANPOWER RESEARCH MONOGRAPH NO. 13.

MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C.
EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (L1.39/3:13, $.60)
PUB DATE - 70 60P.

DESCRIPTORS - *ABSTRACTS; *DISADVANTAGED YOUTH; *DROPOUT PREVENTION; *DROPOUT REHABILITATION; FEDERAL PROGRAMS; JOB TRAINING; MANPOWER DEVELOPMENT; OUT OF SCHOOL YOUTH; PROGRAM IMPROVEMENT; PROGRAM PLANNING; *RESEARCH REVIEWS (PUBLICATIONS)
IDENTIFIERS - *NEIGHBORHOOD YOUTH CORPS; NYC

ABSTRACT - RESEARCH STUDIES FOR USE IN PLANNING, ADMINISTERING, AND IMPROVING THE IN-SCHOOL, SUMMER, AND OUT-OF-SCHOOL PROGRAMS OF THE NEIGHBORHOOD YOUTH CORPS (NYC) WERE REVIEWED. FINDINGS WERE ANALYZED FROM THOSE STUDIES THAT SURVEYED INDIVIDUAL NYC PROJECTS OR SPECIFIC ELEMENTS AND THOSE THAT ATTEMPTED TO DEVELOP AND TEST WAYS TO SOLVE PROBLEMS. SOME MAJOR CONCLUSIONS WERE: (1) NYC RESEARCHERS AND ENROLLEES BELIEVE THAT THE PROGRAM HAS BEEN BENEFICIAL TO UNDERPRIVILEDGED YOUGH, (2) ALTHOUGH NYC GIVES STUDENTS A CHANCE TO AVOID ANOTHER FAILURE, IT DOES NOT GENERALLY PROVIDE NEEDED REMEDIAL EDUCATION AND COUNSELING, (3) JOB PLACEMENT AND DEVELOPMENT ARE NOT INTEGRAL PARTS OF MOST OF THE PROJECTS STUDIED, (4) THE OUT-OF-SCHOOL PROJECTS IN URBAN AREAS ARE NOT REACHING IMPOVERISHED WHITE YOUTH IN PROPORTION TO THEIR NUMBERS, AND (5) ALTHOUGH PARTICIPATION IN OUT-OF-SCHOOL PROGRAMS REDUCES RATE OF ARRESTS, YOUTH ARE NOT EQUIPPED FOR JOBS THAT PAY ENOUGH TO MAKE CRIMINAL ACTIVITY LESS ATTRACTIVE. ABSTRACTS OF 17 RESEARCH STUDIES ARE INCLUDED. (SB)

ORD 1202U
PINKNEY, IRVING
WORK-STUDY FOR POTENTIAL DROPOUTS.

BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS; V55 N354 PP 46-54
PUB DATE - APR71

DESCRIPTORS - *DISADVANTAGED YOUTH; *WORK STUDY PROGRAMS; URBAN EDUCATION; INNER CITY; *SLUMS; *EDUCATIONAL NEEDS; SECONDARY EDUCATION; PHYSICAL FACILITIES; *SCHOOL INDUSTRY RELATIONSHIP; *COOPERATIVE PROGRAMS; STUDENT BEHAVIOR; EDUCATIONAL INNOVATION; BUILDING TRADES; CHILD CARE
IDENTIFIERS - CHILD CARE PROGRAMS

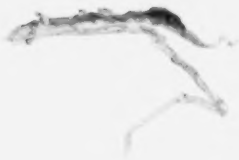
ABSTRACT - THE SECONDARY SCHOOLS OF OUR CITIES HAVE WITNESSED A STEADY RISE OF STUDENT MISBEHAVIOR AND DISORDER. MUCH OF THIS STEMS FROM THAT SEGMENT OF THE STUDENT BODY THAT DOES NOT ACHIEVE UNDER THE PRESENT COURSE OF STUDY. THESE STUDENTS HAVE NEEDS THAT MUST BE MET: (1) SKILL IN THE TOOLS OF COMMUNICATION; READING, WRITING, AND EXPRESSING IDEAS VERBALLY, (2) KNOWLEDGE OF ARITHMETIC AND SOME ELEMENTS OF SCIENCE, (3) SOCIALIZATION; AN UNDERSTANDING OF THE RELATIONSHIP OF THE INDIVIDUAL TO HIS FAMILY, HIS NEIGHBORS, AND THE COMMUNITY, AND A VOCATION, (4) AN OPPORTUNITY FOR ACHIEVEMENT AND SUCCESS THROUGH WORK WITH ONE'S HANDS, AND (5) PARTICIPATION IN WORTHWHILE WORK WITH THE PROSPECT OF ENTRY ONTO A PATH LEADING TO A VOCATION. MEETING THESE NEEDS REQUIRES INNOVATION IN CONTENT AS WELL AS PROCEDURE. A PROGRAM IS OUTLINED WHERE AN INDUSTRIAL TRADE ASSOCIATION, A LARGE CORPORATION, OR A TRADE UNION WOULD BUY A BUILDING IN NEED OF RENOVATION. THE SCHOOL PROGRAM WOULD COMBINE WORK ON THE BUILDING WITH A STUDY OF THE BUILDING TRADE AND RELATED SUBJECTS. THE PROCEEDS FROM SELLING THE RENOVATED STRUCTURE WOULD REVERT TO THE SPONSOR TO PERPETUATE THE PROGRAM. THE WORK STUDY PROGRAM WOULD BE MEANINGFUL TO THE STUDENTS AND IMPORTANT TO THE COMMUNITY. A CHILD CARE AND RECREATION PROGRAM IS SUGGESTED FOR GIRLS. (DP)

ORD 1221 ED 026 335
CRUICKSHANK, DONALD; LEONARD, JAMES
THE IDENTIFICATION AND ANALYSIS OF PERCEIVED PROBLEMS OF TEACHERS IN INNER-CITY SCHOOLS. OCCASIONAL PAPER ONE, NDEA NATIONAL INSTITUTE FOR ADVANCED STUDY IN TEACHING DISADVANTAGED YOUTH.

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, WASHINGTON, D.C.
BALL STATE UNIV., MUNCIE, IND.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$0.65
PUB DATE - 67 11P.STUDY DEV. FROM THE INTER-INSTITUTIONAL PROGRAM DEVELOPMENT (IIPD) PROJECT OF THE NDEA NATIONAL INSTITUTE.

DESCRIPTORS - BEHAVIOR PROBLEMS; *DISADVANTAGED YOUTH; DISCIPLINE PROBLEMS; *EDUCATIONAL PROBLEMS; *ELEMENTARY SCHOOL TEACHERS; EXCEPTIONAL CHILDREN; FAMILY PROBLEMS; INDIVIDUAL DIFFERENCES; PARENT SCHOOL RELATIONSHIP; PEER RELATIONSHIP; STUDENT PROBLEMS; *SURVEYS; TASK ANALYSIS; TEACHER EDUCATION CURRICULUM; TEST CONSTRUCTION; *URBAN SCHOOLS; URBAN TEACHING
IDENTIFIERS - *TEACHER PROBLEM INVENTORY; TPI

ABSTRACT - IN ORDER TO COLLECT DATA SUPPORTIVE OF THE DEVELOPMENT OF NEW CURRICULUM AND CURRICULUM MATERIALS FOR USE IN THE PREPARATION OF TEACHERS TO WORK WITH DISADVANTAGED CHILDREN, A STUDY WAS CONDUCTED TO DETERMINE THE TYPE AND EXTENT OF PROBLEMS PERCEIVED BY TEACHERS AS THEY TEACH IN INNER-CITY OR "GHETTO" SCHOOLS. EACH OF 12 SCHOOL DISTRICT SUPERINTENDENTS FROM THE 17 LARGEST U.S. CITIES IDENTIFIED AN ELEMENTARY SCHOOL ATTENDED BY MANY DISADVANTAGED CHILDREN; THEN PRINCIPALS OF THOSE SCHOOLS SELECTED RANDOMLY TWO TEACHERS AT EACH GRADE LEVEL TO PROVIDE INFORMATION (OVER A 10-DAY PERIOD) TO BE USED IN THE CONSTRUCTION OF AN INSTRUMENT ENTITLED, "MY BIGGEST PROBLEM TODAY INVENTORY." THREE DOCTORAL ASSISTANTS



SYNTHESIZED THE APPROXIMATELY 1,400 CRITICAL INCIDENTS INTO 184 SOMEWHAT DIFFERENT PROBLEM STATEMENTS WHICH SERVED AS THE BASIS FOR CONSTRUCTION OF A 184-ITEM INSTRUMENT, "THE TEACHER PROBLEM INVENTORY" (TPI), WHICH REQUESTS RESPONDENTS TO CONSIDER EACH PROBLEM STATEMENT IN TERMS OF ITS FREQUENCY OF OCCURRENCE AND ITS SEVERITY. THE TPI WAS THEN ADMINISTERED TO ALL 287 K-6 TEACHERS IN THE COOPERATING SCHOOLS (MAJOR RESULTS OF THE DATA ANALYSIS ARE APPENDED: (1) CHI SQUARE VALUES FOR THE 96 PROBLEMS SIGNIFICANT ON EITHER THE FREQUENCY OR SEVERITY SCALES OR BOTH, (2) FREQUENCY PERCENTAGES AND RANK ORDERS FOR THE 45 SIGNIFICANT PROBLEMS REPORTED BY MORE THAN 1/3 OF THE RESPONDENTS AS EITHER FREQUENT OR SEVERE OR BOTH, (3) THE 37 MAJOR PROBLEMS GROUPED UNDER NINE CATEGORIES.) (JS)

ORD 1222 ED 027 986
CRUICKSHANK, DONALD R., AND OTHERS
PERCEIVED PROBLEMS OF TEACHERS IN SCHOOLS SERVING RURAL DISADVANTAGED POPULATIONS AND THEIR COMPARISON WITH PROBLEMS REPORTED BY INNER-CITY TEACHERS.

TENNESSEE UNIV., KNOXVILLE. COLL. OF EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.50 HC-$1.85
95
PUB DATE - 68 35P.

DESCRIPTORS - *COMPARATIVE ANALYSIS; CULTURALLY DISADVANTAGED; *ECONOMICALLY DISADVANTAGED; *EDUCATIONAL PROBLEMS; INSERVICE PROGRAMS; PROBLEMS; RURAL POPULATION; RURAL SCHOOLS; *RURAL URBAN DIFFERENCES; RURAL YOUTH; *TEACHER ATTITUDES; TEACHER EDUCATION; TEACHER ROLE; URBAN POPULATION; URBAN SCHOOLS; URBAN YOUTH
IDENTIFIERS - *TEACHER PROBLEM INVENTORY; TPI

ABSTRACT - AS A RESULT OF A PREVIOUS STUDY MADE TO DETERMINE WHAT IT WAS LIKE TO TEACH IN INNER-CITY SCHOOLS OF AMERICA, A COMPLEMENTARY STUDY WAS CONDUCTED WHICH FOCUSED ON THE PROBLEMS OF TEACHING THE RURAL DISADVANTAGED. TOGETHER THEY PROVIDED A DATA BASE WHICH IDENTIFIED PROMINENT EDUCATIONAL PROBLEMS CHARACTERISTIC OF IMPOVERISHED URBAN AND RURAL SETTINGS. AS OPPOSED TO RANDOM SAMPLING, AN EXTREME GROUP SAMPLING PROCEDURE WAS ADOPTED TO SPECIFY PROBLEMS PECULIAR TO THE LEAST AFFLUENT RURAL TEACHING CONTEXT. THESE RURAL, DISADVANTAGED SCHOOLS WERE IDENTIFIED FIRST BY COUNTY AND THEN BY THE MOST DISADVANTAGED ELEMENTARY SCHOOLS WITHIN THESE COUNTIES. THE PRINCIPAL INSTRUMENT USED WAS THE TEACHER PROBLEM INVENTORY (TPI) USED FOR THE FIRST STUDY AND EXPANDED BY RURAL SCHOOL TEACHERS TO INCLUDE A FEW SPECIFIC PROBLEMS. THE EXPANDED TPI WAS ADMINISTERED TO 354 TEACHERS. THE RESPONSES WERE THEN CLASSIFIED ON THE BASIS OF FREQUENCY OR SEVERITY SCALES. ONLY THOSE SIGNIFICANT ITEMS WEIGHTED IN THE DIRECTION OF THE OFTEN OR SERIOUS CATEGORIES WERE REPORTED. COMPARISONS OF THE DATA FROM BOTH STUDIES WERE MADE WHICH SHOW GREAT SIMILARITIES AND NOTABLE DIFFERENCES, WHICH ARE FURTHER DEPICTED WITH TABLES. (CM)

ORDI 1241 ED 012 275
COLEMAN, JAMES S. , AND OTHERS
EQUALITY OF EDUCATIONAL OPPORTUNITY.

NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.36 HC-$9.80
OE-38001
PUB DATE - 66 235P.

DESCRIPTORS - ACHIEVEMENT; ACHIEVEMENT TESTS; CAUCASIAN STUDENTS; EDUCATIONAL FACILITIES; EDUCATIONAL POLICY; *EQUAL EDUCATION; *ETHNIC GROUPS; HIGHER EDUCATION; MOTIVATION; *NEGROES; NEGRO TEACHERS; *PUBLIC SCHOOLS; RESEARCH METHODOLOGY; SCHOOL ENVIRONMENT; SCHOOL INTEGRATION; *SCHOOL SEGREGATION; STUDENT CHARACTERISTICS; STUDENT ENROLLMENT; TABLES (DATA); TEACHER CHARACTERISTICS

ABSTRACT - THE PRODUCT OF AN EXTENSIVE SURVEY REQUESTED BY THE CIVIL RIGHTS ACT OF 1964, THIS REPORT DOCUMENTS THE AVAILABILITY OF EQUAL EDUCATIONAL OPPORTUNITIES IN THE PUBLIC SCHOOLS FOR MINORITY GROUP NEGROES, PUERTO RICANS, MEXICAN-AMERICANS, ORIENTAL-AMERICANS, AND AMERICAN INDIANS, AS COMPARED WITH OPPORTUNITIES FOR MAJORITY GROUP WHITES. COMPARATIVE ESTIMATES ARE MADE ON A REGIONAL AS WELL AS ON A NATIONAL BASIS. SPECIFICALLY, THE REPORT DETAILS THE DEGREE OF SEGREGATION OF MINORITY GROUP PUPILS AND TEACHERS IN THE SCHOOLS AND THE RELATIONSHIP BETWEEN STUDENTS' ACHIEVEMENT, AS MEASURED BY ACHIEVEMENT TESTS, AND THE KINDS OF SCHOOLS THEY ATTEND. EDUCATIONAL QUALITY IS ASSESSED IN TERMS OF CURRICULUMS OFFERED, SCHOOL FACILITIES SUCH AS TEXTBOOKS, LABORATORIES, AND LIBRARIES, SUCH ACADEMIC PRACTICES AS TESTING FOR APTITUDE AND ACHIEVEMENT, AND THE PERSONAL, SOCIAL, AND ACADEMIC CHARACTERISTICS OF THE TEACHERS AND THE STUDENT BODIES IN THE SCHOOLS. ALSO IN THE REPORT IS A DISCUSSION OF FUTURE TEACHERS OF MINORITY GROUP CHILDREN, CASE STUDIES OF SCHOOL INTEGRATION, AND SECTIONS ON HIGHER EDUCATION OF MINORITIES AND SCHOOL NONENROLLMENT RATES. INFORMATION RELEVANT TO THE SURVEY'S RESEARCH PROCEDURES IS APPENDED. NOTABLE AMONG THE FINDINGS ON THE SURVEY ARE THAT NEGRO STUDENTS AND TEACHERS ARE LARGELY AND UNEQUALLY SEGREGATED FROM THEIR WHITE COUNTERPARTS, AND THAT THE AVERAGE MINORITY PUPIL ACHIEVES LESS AND IS MORE AFFECTED BY THE QUALITY OF HIS SCHOOL THAN THE AVERAGE WHITE PUPIL. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $4.25. (AH)

ORDI 1261 ED 020 821
MORRIS, GLYN ; WHEATER, JUDITH
BORN FOR JOY, A UNIQUE SUMMER PROGRAM FOR DISADVANTAGED CHILDREN DURING JULY, 1966.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES, LYONS FALLS, N.Y.
EDRS PRICE MF-$0.25 HC-$2.20
PUB DATE - 66 53P.

DESCRIPTORS - *DISADVANTAGED YOUTH; ENRICHMENT EXPERIENCE; FEDERAL PROGRAMS; FIELD TRIPS; HANDICRAFTS; INNOVATION; *INSERVICE TEACHER EDUCATION; MENTAL HEALTH;

PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; READING INSTRUCTION; RECREATIONAL PROGRAMS; *RURAL AREAS; RURAL SCHOOL SYSTEMS; *SUMMER PROGRAMS
IDENTIFIERS - ESEA TITLE I; LEWIS COUNTY NEW YORK

ABSTRACT - A 4-WEEK SUMMER PROGRAM WAS CONDUCTED IN A DISADVANTAGED AREA IN THE ADIRONDACK FOOTHILLS OF NEW YORK. TWO PROJECTS WERE OFFERED, ONE INVOLVING 90 CHILDREN IN GRADES 5 THROUGH 8, AND ANOTHER PROVIDING INSERVICE EDUCATION FOR 75 TEACHERS. THE PROJECT FOR STUDENTS CONSISTED OF CRAFTS, FILMS, RECREATION ACTIVITIES, LISTENING TO RECORDS AND STORYTELLING, HOMEMAKING EXPERIENCES, AND TRIPS TO CANADA, BOSTON, BUFFALO, AND ELSEWHERE. ONE FACET OF THE STUDENT PROJECT WAS AN OPPORTUNITY FOR 9 RETARDED BOYS TO ATTEND A CAMP FOR 3 WEEKS. THE TEACHERS WERE OFFERED 2-WEEK COURSES IN METHODS AND MATERIALS FOR READING INSTRUCTION IN THE ELEMENTARY SCHOOL AND THE HIGH SCHOOL, AND A COURSE ON MENTAL HEALTH IN THE CLASSROOM. A DESCRIPTION OF BOTH PROJECTS IS GIVEN AND EVALUATIVE REMARKS ARE INCLUDED. AN APPENDIX CONTAINS THE EVALUATION INSTRUMENTS. (NH)

ORD 1262
DE SISTI, SAM
MUE: MINI-UNIT EXPERIENCE.

THE BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS; V55 PP 75-78 MAR 1971
PUB DATE - ND

DESCRIPTORS - *INSTRUCTIONAL INNOVATION; FLEXIBLE-SCHEDULING; *SHORT COURSES; NONCREDIT COURSES; JUNIOR HIGH SCHOOL STUDENTS; *STUDENT INTERESTS; PROGRAM EVALUATION
IDENTIFIERS - SPECIAL INTEREST COURSES

ABSTRACT - THE MINI-UNIT EXPERIENCES (MUE) ORIGINATED AT HOOVER DRIVE JUNIOR HIGH SCHOOL ARE END-OF-SCHOOL COURSES OF SHORT DURATION (2 WEEKS) DESIGNED PRIMARILY TO ENRICH THE REGULAR EDUCATIONAL PROGRAM, TO RECOGNIZE STUDENTS' SOCIAL INTERESTS AND PROBLEMS, AND TO DEVELOP THEIR AVOCATIONAL INTERESTS. THE STAFF HAD THE OPPORTUNITY TO CAPITALIZE ON THEIR OWN PROFICIENCIES AND INTERESTS AND TO CREATE A NEW FRAMEWORK FOR LEARNING. TEACHERS PARTICIPATING IN MUE AGREED TO CONCLUDE THEIR REGULAR PROGRAM OF INSTRUCTION BY MEMORIAL DAY RECESS. MUE EVALUATION TOOK SEVERAL FORMS: A STUDENT RESPONSE SHEET, A TEACHER QUESTIONNAIRE, AND PARENT-COMMUNITY COMMENTS. THE INITIAL VENTURE INTO MUE ESTABLISHED THE FOLLOWING: (1) MUE CAN BE INCORPORATED INTO THE EXISTING CURRICULUM IN A VARIETY OF WAYS, (2) STUDENTS CAN SUCCESSFULLY CREATE THEIR OWN LEARNING ENVIRONMENTS, FROM THE PLANNING TO THE EVALUATING STAGE, (3) THE ROLE OF THE TEACHER IS ELEVATED TO THAT OF A COORDINATOR OF THE LEARNING ENVIRONMENT AND ITS EXPERIENCES, (4) THE WIDE RANGE OF OFFERINGS MAKES IT POSSIBLE TO MEET A VARIETY OF STUDENT NEEDS. (DP)

ORD 1263U
SHUMAN, R. BAIRD; SUBLETT, HENRY L, JR.
A REALISTIC VIEW OF HOMEWORK FOR THE GHETTO CHILD.

THE CLEARING HOUSE; V45 PP 140-145 NOV 1970
PUB DATE - ND

DESCRIPTORS - *STUDY FACILITIES; *STUDY CENTERS; INDEPENDENT STUDY; *GHETTOS; SLUM ENVIRONMENT; *DISADVANTAGED YOUTH; *HOMEWORK

ABSTRACT - INADEQUATE HOME STUDY FACILITIES AND ENVIRONMENT CONTRIBUTE TO THE HOMEWORK DIFFICULTIES EXPERIENCED BY MANY GHETTO CHILDREN. THIS ARTICLE SUGGESTS THAT SCHOOL STAY OPEN UNTIL 9 O'CLOCK AT LEAST 2 DAYS A WEEK SO THAT STUDENTS MIGHT COME TO STUDY UNDER SUPERVISION. MONTGOMERY COUNTY, MARYLAND HAS 14 EVENING STUDY GROUPS SERVING 850 STUDENTS. THE STUDY CENTERS ARE STAFFED BY THREE PAID SUPERVISORS AND OVER 500 VOLUNTEERS. (DP)

ORD 1281
THE EFFECTS OF A SPECIAL CURRICULUM AND SEPARATE PHYSICAL FACILITY ON A POPULATION OF UNSUCCESSFUL HIGH SCHOOL STUDENTS.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (ORDER NO. 70-14, 495, MF $4.00, XEROGRAPHY $10.00)
PUB DATE - 69 156P.PH.D. DISSERTATION, UNIVERSITY OF MICHIGAN

DESCRIPTORS - *INDIVIDUALIZED INSTRUCTION; *FACILITY REQUIREMENTS; PHYSICAL FACILITIES; *DISADVANTAGED YOUTH; SECONDARY SCHOOL STUDENTS; SECONDARY EDUCATION; INSTRUCTIONAL INNOVATION; DOCTORAL THESES; *DROPOUT PROBLEMS; *URBAN EDUCATION; FOLLOWUP STUDIES; LOW ACHIEVEMENT FACTORS; BEHAVIOR PROBLEMS; PROGRAMED MATERIALS; INDIVIDUAL COUNSELING; TEACHER ATTITUDES; STUDENT OPINION
IDENTIFIERS - CALIFORNIA ACHIEVEMENT TEST; COTTLES SCHOOL INTEREST INVENTORY; COOPERSMITHS SELF ESTEEM INVENTORY; STUDENT OPINION QUESTIONNAIRE; MINNESOTA TEACHER ATTITUDE INVENTORY

ABSTRACT - THE PONTIAC PUBLIC SCHOOL SYSTEM, CONCERNED WITH A SENIOR HIGH SCHOOL DROPOUT RATE OF 17.1 PERCENT, RECOGNIZED THE NEED TO DEVELOP APROGRAM DESIGNED TO MEET THE NEEDS OF CERTAIN DISADVANTAGED STUDENTS. THE SCHOOL DISTRICT PURCHASED A HOME IN THE HEART OF THE CITY TO HOUSE THE PROGRAM. FORTY-FIVE STUDENTS CHARACTERIZED BY VARIOUS COMBINATIONS OF POOR ATTENDANCE, LOW ACHIEVEMENT, AND BEHAVIOR OR SOCIO-PSYCHOLOGICAL PROBLEMS WERE ENROLLED. THE PURPOSE WAS TO DETERMINE WHETHER OR NOT THERE WERE ANY RELATIONSHIPS BETWEEN PARTICIPATION IN THE INDIVIDUALIZED INSTRUCTION PROGRAM (IIP) AND A CHANGE IN BEHAVIOR BY STUDENTS. THE UNDERLYING CONCEPT OF THE IIP WAS THAT THE PSYCHOLOGICAL ADVANTAGES OF A SEPARATE, COMFORTABLE AND SOMEWHAT ISOLATED SETTING, A REDUCED PUPIL-TEACHER RATIO (15:1), INDIVIDUALIZED INSTRUCTION, PROGRAMED MATERIAL, SMALL GROUP DISCUSSIONS, AND INDIVIDUAL COUNSELING FOR PROBLEMS BOTH

ACADEMIC AND PERSONAL WILL REDUCE THE NUMBER OF STUDENTS WHO DROP OUT OF SCHOOL. EIGHT VARIABLES WERE USED IN ASSESSING THE RELATIONSHIPS OF THE IIP. IN THE CASE OF SCHOOL ATTENDANCE, SCHOOL ACHIEVEMENT, DROPOUT POTENTIAL, DROPOUT RATE, STUDENT OPINIONS, AND THE GRADUATE FOLLOWUP STUDY, THE NULL HYPOTHESIS WAS REJECTED. STUDENT SELF-CONCEPT SHOWED NO SIGNIFICANT GAINS. THERE WAS NO SIGNIFICANT DIFFERENCES BETWEEN THE ATTITUDES OF THE TWO SAMPLES OF TEACHERS. (DP)

ORDI 1301 ED 033 895
LEVINE, DANIEL U., ED.; BRINK, RONALD, ED.
PERSPECTIVES AND SUGGESTIONS FOR TEACHING IN DESEGREGATED SCHOOLS.

KANSAS CITY SCHOOL DISTRICT, MO.
MISSOURI UNIV., KANSAS CITY. SCHOOL OF EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.50 HC-$6.20
CENTER FOR THE STUDY OF METROPOLITAN PROBLEMS IN EDUCATION, UNIV. OF MISSOURI--KANSAS CITY, 5100 ROCKHILL RD., KANSAS CITY, MO. 6411
PUB DATE - JAN 69 122P.

DESCRIPTORS - *EDUCATIONAL PROBLEMS; *INSERVICE TEACHER EDUCATION; INSTRUCTIONAL MATERIALS; *INTERGROUP RELATIONS; *SCHOOL INTEGRATION; *TEACHING METHODS

ABSTRACT - THIS BOOK, A COLLECTION OF MATERIALS WHICH GREW OUT OF A TEACHER WORKSHOP ON DESEGREGATION AND INTERGROUP RELATIONS, IS INTENDED TO BE OF PRACTICAL VALUE TO TEACHERS AND ADMINISTRATORS IN DESEGREGATED SCHOOLS. DEALING WITH A VARIETY OF ACTUAL DAY-TO-DAY PROBLEMS FACED BY EDUCATORS AT THE CLASSROOM AND INDIVIDUAL SCHOOL BUILDING LEVEL IN A DESEGREGATED SCHOOL SYSTEM, THE ARTICLES DESCRIBE AND EVALUATE PROJECTS WHICH EMERGED IN RESPONSE TO THESE PROBLEMS. EACH OF THE 14 ARTICLES IS PRECEDED BY AN INTRODUCTION AND INCORPORATES A VARIETY OF CONCRETE AND ILLUSTRATIVE MATERIALS RELEVANT TO THE INSERVICE TRAINING PROGRAMS FOR TEACHERS. AMONG TITLES WHICH REFLECT THE WIDE RANGE OF SUBJECTS TREATED ARE: "A STUDENT BODY WALKS OUT"; "SITUATIONS TO BE USED FOR ROLE-PLAYING FOR THE PURPOSE OF DEVELOPING EMPATHY IN HUMAN RELATIONS (DESIGNED FOR AND USED BY SPEECH I STUDENTS)"; "PROBLEMS IN TEACHING PHYSICAL EDUCATION IN A DESEGREGATED SCHOOL"; "CONTRIBUTIONS OF THE SCHOOL NEWSPAPER TO DESEGREGATION AND INTEGRATION WITHIN NORTHEAST JUNIOR"; "STUDENT HUMAN RELATIONS COMMITTEE--READY OR NOT?"; AND "OVERLOOKED CONSIDERATIONS IN INTEGRATED EDUCATION." (JS)

ORD 1302U ED 041 959
JANOWITZ, MORRIS
INSTITUTION BUILDING IN URBAN EDUCATION.

DOCUMENT NOT AVAILABLE FROM EDRS.
RUSSELL SAGE FOUNDATION, NEW YORK, N.Y. ($3.50)
PUB DATE - 69 128P.

DESCRIPTORS - ADMINISTRATIVE CHANGE; COMMUNITY CONTROL; COMMUNITY SERVICES; DECENTRALIZATION; EDUCATIONAL CHANGE; *MODELS; *ORGANIZATIONAL CHANGE; SCHOOL ADMINISTRATION; SCHOOL COMMUNITY RELATIONSHIP; *SCHOOL ORGANIZATION; SLUM SCHOOLS; SOCIAL STRUCTURE; TEACHER EDUCATION; *URBAN EDUCATION; *URBAN SCHOOLS

ABSTRACT - THIS BOOK PRESENTS A SOCIOLOGICAL PERSPECTIVE ON THE ISSUES INVOLVED IN TRANSFERRING THE INSTITUTIONAL STRUCTURE OF INNER CITY SCHOOLS, AND DISCUSSES THE CLOSING OF THE GAP BETWEEN SOCIOLOGICAL ANALYSIS AND POLICY, AND PROFESSIONAL PRACTICE AND CITIZEN PARTICIPATION. EXAMINING THE PUBLISHED AND UNPUBLISHED STUDIES OF EXPERIMENTAL PROGRAMS IN URBAN EDUCATION, AND VARIOUS SURVEYS AND PROPOSALS FOR REORGANIZING PUBLIC SCHOOL SYSTEMS, THE BOOK FOCUSES ON THE FOLLOWING AREAS: THE SLUM SCHOOL AND CONTEMPORARY SOCIETY, THE ORGANIZATIONAL FORMAT OF THE PUBLIC SCHOOL SYSTEM, ALTERNATIVE MODELS OF CHANGE, OPERATIONAL ELEMENTS OF THE SCHOOL SYSTEM, AND SCHOOL-COMMUNITY RELATIONS. FOR INNER CITY EDUCATION, THE BASIC IMPLICATIONS OF THE SPECIALIZATION AND THE AGGREGATION MODELS ARE HELD TO REST ON POLITICAL ISSUES OF FEDERAL VERSUS STATE AND LOCAL CONTROL, AND GEARED TO BE RELEVANT TO THE DIFFERING FORMS OF CONTROL. THE NOTION OF THE AGGREGATION MODEL, HOWEVER, IS CONCLUDED TO BE THE ONE RELEVANT TO THE ENTIRE SOCIAL STRUCTURE. (RJ)

ORDI 1322
CASELLI, RON
DEFINING RACISM.

THE CLEARING HOUSE; V46 N2 PP98-101 OCT1971
PUB DATE - OCT71

DESCRIPTORS - *RACISM; *RACIAL ATTITUDES; *RACIAL DISCRIMINATION; *PSYCHOLOGY; TEACHER ATTITUDES; ROLE PLAYING; SIMULATION; INSTRUCTIONAL INNOVATION; *TEACHING METHODS; SCHOOL INTEGRATION; CROSS CULTURAL TRAINING
IDENTIFIERS - KERNER COMMISSION REPORT; *EXPERIMENTAL PSYCHOLOGY; *PHENOMENOLOGICAL PSYCHOLOGY; PSYCHO DRAMA

ABSTRACT - RACISM HAS BECOME A WORD SURROUNDED BY AMBIGUITY AND CHARGED WITH STRONG FEELING. RACISM IS A BELIEF THAT RACE IS THE PRIMARY DETERMINANT OF HUMAN TRAITS AND CAPACITIES, AND THAT RACIAL DIFFERENCES PRODUCE AN INHERENT SUPERIORITY OF A PARTICULAR RACE. IT IS THE PERSISTENT, SELDOM-DEVIATING THREAD OF RACISM IN THE AMERICAN EXPERIENCE THAT THE KERNER REPORT LABELED AS THE CAUSE OF CIVIL DISORDERS. BOTH INDIVIDUALLY AND INSTITUTIONALLY, UNCONSCIOUS RACIST ATTITUDES PERSIST, PLACING HONEST ATTEMPTS TO PROVIDE EMPLOYMENT, HOUSING, AND EDUCATIONAL OPPORTUNITIES FOR MILLIONS OF AMERICANS DANGEROUSLY LOW ON THE LIST OF NATIONAL PRIORITIES. IF, INDEED, THE PROBLEM IS ONE OF UNCONSCIOUS RACIST ATTITUDES, THEN RELEARNING PROCEDURES ARE NEEDED BASED UPON PRINCIPLES OF EXPERIMENTAL PSYCHOLOGY. INFORMATIONAL LECTURES AND AUDIO-VISUAL ENTERTAINMENTS WILL NOT DO THE JOB, JUST AS THEY HAVE NOT DONE THE JOB IN TENS OF THOUSANDS OF TEACHER IN-SERVICE TRAINING COURSES OVER THE PAST DECADE. THERE IS NO

EVIDENCE TO SUGGEST THAT A BETTER INFORMED TEACHER IS AUTOMATICALLY AN ATTITUDINALLY MORE SOUND TEACHER. PHENOMENOLOGICAL PSYCHOLOGY, ROLE-PLAYING, SIMULATION GAMES, AND PSYCHO-DRAMA ARE METHODS THAT ALLOW PEOPLE TO WORK OUT THEIR BURIED ATTITUDES. TRUE INTEGRATION OF THE PUBLIC SCHOOLS IS SUGGESTED AS PERHAPS THE BEST METHOD OF PROVIDING THE NECESSARY MULTICULTURAL EXPERIENCES TO COMBAT RACISM. (DP)

ORD 13610
DULL, RUSSELL
ALTERNATIVE MODELS OF INSTITUTIONAL CHANGE IN THE SLUM SCHOOLS.

PHI DELTA KAPPAN; V52 N6 PP 334-337 FEB 1971
PUB DATE - 71

DESCRIPTORS - *SLUM SCHOOLS; *MODELS; *EDUCATIONAL CHANGE; ORGANIZATIONAL CHANGE; ADMINISTRATIVE CHANGE; *SOCIAL FACTORS; SOCIAL INFLUENCES; SOCIAL STRUCTURE; *TEACHER ROLE; COMMUNITY DEVELOPMENT; INSTITUTIONS
IDENTIFIERS - ALTERNATIVE MODELS; SOCIAL INSTITUTIONS; SPECIALIZATION MODELS; AGGREGATION MODELS

ABSTRACT - THE TASKS OF THIS ARTICLE ARE TO EXPLORE THE BASIC CHARACTERISTICS OF THE SCHOOL AS A SOCIAL INSTITUTION AND TO DETERMINE THE RELEVANCE OF SOCIOLOGICAL CATEGORIES FOR INSTITUTION BUILDING IN EDUCATION. TWO ALTERNATIVE MODELS OF ORGANIZATIONAL CHANGE IN EDUCATIONAL INSTITUTIONS ARE CONSIDERED: THE SPECIALIZATION MODEL AND THE AGGREGATION MODEL. THE SPECIALIZATION MODEL IS AN EXPRESSION OF THE MAJOR TRENDS OVER THE LAST DECADE OF INNOVATIVE PROGRAMS. IT ENCOMPASSES A VARIETY OF THE SEGMENTAL AND ADMINISTRATIVE CHANGES. THE AGGREGATION MODEL IS THE EXPRESSION OF ADMINISTRATORS AND STAFF MEMBERS WHO ARE CONCERNED PRIMARILY WITH A BASIC FORMAT WITHIN WHICH CHANGE AND EFFECTIVE TEACHING CAN TAKE PLACE. BOTH MODELS FOCUS ON THE CLASSROOM TEACHER. THE SPECIALIZATION MODEL VIEWS THE TRADITIONAL ACTIVITY OF THE TEACHER IN A MODIFIED VERSION BY BREAKING UP THE TEACHING PROCESS INTO MORE SPECIALIZED ROLES. IN CONTRAST, THE AGGREGATION MODEL EMPHASIZES THE NECESSITY FOR MAINTAINING AND STRENGTHENING THE TEACHERS' ROLE AS THE CENTRAL MANAGER OF THE CLASSROOM IN WHICH HE CREATES THE CONDITIONS FOR TEACHING AND LEARNING. THE BASIC DISTINCTION BETWEEN THE TWO MODELS IS THE DIFFERENT EMPHASIS PLACED ON THE ACADEMIC VERSUS THE SOCIALIZATION ROLE, BY THE IMPORTANCE GIVEN TO THE SCHOOL AS A COORDINATING UNIT OF COMMUNITY DEVELOPMENT, AND BY THE RELATIVE STRESS ON CAPITAL VERSUS LABOR INTENSIVE APPROACHES. (CH)

ORD 1381 ED 016 750
A MULTIPLE ACTIVITIES PROGRAM TO AID INTERCULTURAL DEVELOPMENT—TITLE I APPLICATION FOR ELEMENTARY AND SECONDARY EDUCATION ACT FUNDS.

OMAHA PUBLIC SCHOOLS, NEBR.
EDRS PRICE MF-$0.50 HC-$5.04
PUB DATE - 13OCT67 124P.

DESCRIPTORS - ANCILLARY SERVICES; CENSUS FIGURES; CITY DEMOGRAPHY; COMMUNITY COORDINATORS; *COMPENSATORY EDUCATION PROGRAMS; *DATA; *DISADVANTAGED YOUTH; EXPENDITURES; FACILITY EXPANSION; FEDERAL PROGRAMS; INSERVICE TEACHER EDUCATION; LIBRARY SERVICES; PROGRAM EVALUATION; *PROGRAM PROPOSALS; RESOURCE CENTERS; STUDENT ENROLLMENT; SUMMER PROGRAMS; TEACHER ATTITUDES
IDENTIFIERS - ESEA TITLE 1; MULTIPLE ACTIVITIES PROGRAM; NEBRAKSA; OMAHA

ABSTRACT - THIS PROJECT PROPOSAL OUTLINES PLANS FOR A COMPREHENSIVE COMPENSATORY EDUCATION PROJECT. THE PROPOSAL CONTAINS THE APPLICATION FOR FEDERAL ASSISTANCE (BASIC DATA ON ENROLLMENT AND EXPENDITURES), PROGRAM DESCRIPTIONS, PLANS FOR EVALUATION OF THE PROGRAM, A REVIEW OF RELATED RESEARCH, AND STATEMENTS OF JUSTIFICATION FOR A COMPENSATORY EDUCATION PROJECT IN THE OMAHA SCHOOLS. THE PROJECT HAS PLANS FOR A MEDIA CENTER, EXTENDED USE OF STAFF AND FACILITIES, SUPPORTIVE PSYCHOLOGICAL SERVICES, USE OF COMMUNITY AIDES AND TEACHER CONSULTANTS, A VISITING TEACHER SERVICE, AN INSERVICE TRAINING PROGRAM, IMPROVEMENT OF LIBRARY SERVICES, AND A SUMMER PROGRAM. TO JUSTIFY ESTABLISHING A PROGRAM IN THE TARGET AREA, THE PROPOSAL PROVIDES CENSUS TRACT MAPS CONTAINING DEMOGRAPHIC DATA AND INFORMATION ABOUT THE AREA'S ECONOMIC AND SOCIAL CONDITIONS. IT ALSO PRESENTS DATA ON THE ACHIEVEMENT LEVELS OF THE STUDENTS IN THE PROJECT AREA SCHOOLS. (LB)

ORD 1401
GOLDBERG, MIRIAM L.
ADAPTING TEACHER STYLES TO PUPIL DIFFERENCES; TEACHERS FOR DISADVANTAGED CHILDREN.

MERRILL-PALMER QUARTERLY; PP 161-178 APR 1964
PUB DATE - ND

DESCRIPTORS - *DISADVANTAGED YOUTH; *TEACHING STYLES; *STUDENT CHARACTERISTICS; TEACHER EDUCATION; *MINORITY GROUPS; HISTORY; CIVIL RIGHTS; ETHNIC GROUPS; *CULTURAL BACKGROUND; SUBCULTURE; TEACHER ATTITUDES; STUDENT MOTIVATION

ABSTRACT - PREPARATION IN TEACHER EDUCATION PROGRAMS SHOULD INCLUDE AN UNDERSTANDING OF THE HISTORY OF ALL MINORITY GROUPS IN THE UNITED STATES AS WELL AS AN UNDERSTANDING OF THE CIVIL RIGHTS MOVEMENT. A SUCCESSFUL TEACHER KNOWS SOMETHING ABOUT THE HISTORY, TRADITIONS, AND SOCIAL STRUCTURES OF THE VARIOUS ETHNIC GROUPS, THEIR UNIQUE CULTURE PATTERNS, THEIR STATUS IN AMERICAN SOCIETY, AND BLOCKS AND FRUSTRATIONS WHICH THEY CONFRONT, AND THEIR PERCEPTIONS OF WHAT LIFE HAS IN STORE FOR THEM. POSITIVE TEACHER ATTITUDES LIKE OBJECTIVITY, ACCEPTANCE OF DIFFERENCES IN PEOPLE, FIRMNESS AND CONSISTENCY, WARMTH AND RESPECT, AND ABOVE ALL, FLEXIBILITY ARE ADVOCATED. TEACHERS OF DISADVANTAGED YOUTH SHOULD ADOPT THE POSITION OF AN ANTHROPOLOGIST, THUS VIEWING THE ALIEN CULTURE OF THE PUPILS NOT AS A JUDGE, BUT AS

A STUDENT. THE TEACHER MUST AVOID AN EXPECTANCY OF LOW LEVEL OF ACHIEVEMENT AND MUST SET REALISTIC EXPECTATIONS FOR HER PUPILS. CONSTANT ENCOURAGEMENT BY THE TEACHER IS MOST IMPORTANT SO THAT EACH SMALL GAIN MADE BY THE PUPIL IS REWARDED WITH HONEST AND SINCERE PRAISE. (DP)

ORD 1402
ORNSTEIN, ALLEN C.
RESPECTING THE DISADVANTAGED CHILD.

JOURNAL OF SECONDARY EDUCATION; V44 N3 FEB 1969
PUB DATE - ND

DESCRIPTORS - *DISADVANTAGED YOUTH; *TEACHER CHARACTERISTICS; *STUDENT CHARACTERISTICS; *STUDENT TEACHER RELATIONSHIP; *CULTURE CONFLICT; SOCIAL DIFFERENCES; PERSONAL VALUES; MIDDLE CLASS VALUES

ABSTRACT - IT IS NOT ENOUGH TO PROVIDE TEACHERS WITH PSYCHO-SOCIOLOGICAL CONCEPTS AND A LIST OF POSITIVE QUALITIES OF THE DISADVANTAGED; IT IS ESSENTIAL, TOO, FOR THE TEACHER TO RESPECT THE CHILD. HAVING MIDDLE CLASS VALUES, MOST TEACHERS MEASURE PROGRESS ON A MIDDLE CLASS SCALE. THEY ENCOURAGE THE CHILD TO SUCCEED ON THEIR TERMS, THEREFORE TEACHING THE CHILD THAT HIS VALUES ARE WRONG. TO WIN THEIR FAVOR AND RECEIVE THE REWARDS OF SCHOOL THAT COME WITH MIDDLE CLASS CONFORMITY, THE CHILD MUST GIVE UP HIS INDIVIDUALITY AND STYLE OF LIFE. HE MUST CHANGE HIS LANGUAGE, DRESS, AND MANNERS; HE MUST COME TO SCHOOL CLEAN, NEAT, AND ON TIME; HE MUST NOT FIGHT. THIS MUCH SACRIFICE INVOLVES A LOSS OF IDENTITY FOR THE CHILD. THUS, TEACHERS ARE SEEN AS CONDESCENDING CARETAKERS, WHO LACK UNDERSTANDING OR INSIGHT INTO THE CHILD'S PROBLEMS YET WANT TO MAKE HIM ONE OF THEM. THE CLASH BETWEEN THE EXPECTATIONS AND LIFE STYLE OF THE DISADVANTAGED AND MIDDLE CLASS TEACHERS IS REFLECTED IN TERMS OF "US" AND "THEM", WITH THE TEACHERS SIPHONING OFF THE "BRIGHT ONES" FROM THE GROUP AND PREVENTING THE REST OF THE GROUP FROM EXPRESSING THEIR VALUES. (DP)

ORD 1421 ED 028 133
KAUFMAN, JACOB J., AND OTHERS
THE SCHOOL ENVIRONMENT AND PROGRAMS FOR DROPOUTS. (CHAPTERS 7 & 8..

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. INST. FOR RESEARCH ON HUMAN RESOURCES.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.50 HC-$3.20
PUB DATE - AUG 68 62P.TWO CHAPTERS RELEVANT TO PREPARATION OF SCHOOL PERSONNEL, PP. 89-148

DESCRIPTORS - *DROPOUT PROGRAMS; FAILURE FACTORS; FLEXIBLE SCHEDULING; INDIVIDUALIZED INSTRUCTION; SUCCESS FACTORS; *TEACHER CHARACTERISTICS; TEACHER EDUCATION

ABSTRACT - TWO EXPERIMENTAL PROGRAMS (DIPLOMA AND SKILL TRAINING) FOR HIGH SCHOOL DROPOUTS WERE BASED ON THE ASSUMPTIONS THAT POSITIVE INTERPERSONAL RELATIONSHIPS AND AN INITIAL EMPHASIS ON NONVERBAL LEARNING WERE NECESSARY TO COUNTERACT THE REJECTION AND VERBAL WEAKNESSES EXPERIENCED BY THOSE FROM A POVERTY CULTURE. THE SUCCESS OR FAILURE OF A TEACHER IN HIS RELATIONSHIP WITH STUDENTS DEPENDED FIRST ON HIS ABILITY TO RELATE TO THEM PERSONALLY--HIS ATTEMPT TO UNDERSTAND THE REASONS BEHIND THEIR PROBLEMS, HIS WILLINGNESS TO LISTEN AND ADMIT HIS OWN SHORTCOMINGS, AND HIS CONCERN FIRST FOR THE STUDENTS AND SECONDLY FOR SUBJECT MATTER. HIS SUCCESS IN SUBJECT MATTER PRESENTATION DEPENDED UPON THE DEGREE TO WHICH HIS STUDENTS COULD RELATE TO THE MATERIAL AND UPON HIS OWN FLEXIBILITY, DYNAMISM, AND WILLINGNESS TO EXPEND MORE THAN MINIMUM EFFORT. ALL SUCCESSFUL TEACHING GENERATED AN ATMOSPHERE OF POSITIVE ACCEPTANCE OF THE STUDENTS. THE DIPLOMA PROGRAM SUCCEEDED WHERE THE SKILL TRAINING DID NOT FOR REASONS WHICH INCLUDED THE ATTITUDE OF THE ADMINISTRATOR AND TEACHERS, SCHEDULING, AND THE VALUE ATTACHED TO A DIPLOMA. SCHOOLS OR PROGRAMS FOR THE DISADVANTAGED SHOULD INCLUDE INDIVIDUALIZED INSTRUCTION AND FLEXIBLE SCHEDULING AND ENCOMPASS A TEACHER EDUCATION PROGRAM THAT BREAKS DOWN MIDDLE-CLASS THINKING. (A 121-ITEM REFERENCE LIST IS INCLUDED.) (LP)

ORD1 1423U ED 027 357
FLAXMAN, ERWIN
A SELECTED BIBLIOGRAPHY ON TEACHER ATTITUDES. ERIC-IRCD URBAN DISADVANTAGE.

COLUMBIA UNIV., NEW YORK, N.Y. ERIC CLEARINGHOUSE ON THE URBAN DISADVANTAGED.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$1.25
OEC-0-9-420088-2327(010)
PUB DATE - JAN 69 23P.

DESCRIPTORS - ACADEMIC PERFORMANCE; *ANNOTATED BIBLIOGRAPHIES; *DISADVANTAGED YOUTH; *INSERVICE TEACHER EDUCATION; *TEACHER ATTITUDES; *TEACHER BACKGROUND; TEACHER BEHAVIOR; TEACHER CHARACTERISTICS; URBAN SCHOOLS

ABSTRACT - SOME OF THE WORKS IN THIS BRIEF ANNOTATED BIBLIOGRAPHY PRESENT THE FINDINGS OF STUDIES IDENTIFYING THE RACIAL AND SOCIAL ATTITUDES OF THE MIDDLE-CLASS URBAN TEACHER AND INDICATE HOW THESE ATTITUDES MAY AFFECT STUDENT PERFORMANCE; OTHERS ARE REPORTS OF INSERVICE TEACHER EDUCATION PROGRAMS CONDUCTED TO CHANGE NEGATIVE TEACHER ATTITUDES; AND A FEW ARE ESSAYS BY PROMINENT OBSERVERS WHO BROADLY EXAMINE THE IMPORTANCE OF POSITIVE TEACHER ATTITUDES AND BEHAVIOR IN THE INNER-CITY CLASSROOMS. ALL OF THE WORKS ARE AVAILABLE IN JOURNALS OR BOOKS OR CAN BE OBTAINED FROM THE ERIC DOCUMENT REPRODUCTION SERVICE. (EF)

ORD 1424 ED 013 251
SHERMAN, BARBARA; WRIGHT, BENJAMIN
TEACHERS' SELF-AWARENESS AND THEIR EVALUATION OF CHILDHOOD AUTHORITY FIGURES.

DOCUMENT NOT AVAILABLE FROM EDRS.
PUB DATE - 63

DESCRIPTORS - ATTITUDE TESTS; *ELEMENTARY SCHOOL TEACHERS; EVALUATION TECHNIQUES; FEMALES; PARENT CHILD RELATIONSHIP; SELF ACTUALIZATION; *SELF CONCEPT; *SELF EVALUATION; STUDENTS; *STUDENT TEACHER RELATIONSHIP; *TEACHER ATTITUDES; TEACHER EVALUATION

ABSTRACT - A TEACHER'S SELF-EVALUATION WAS COMPARED TO HER PUPILS' EVALUATION OF HER IN ORDER TO DETERMINE AN INDEX OF TEACHER SELF-AWARENESS. THE FORTY FEMALE ELEMENTARY SCHOOL TEACHERS TESTED THEN WERE ASKED TO FILL OUT A SEMANTIC-DIFFERENTIAL SCALE ON CHILDHOOD AUTHORITY FIGURES. IT WAS FOUND THAT THERE WAS A POSITIVE CORRELATION BETWEEN HIGH SELF-AWARENESS AND HIGH MOTHER IDEALIZATION AND HIGH SELF-AWARENESS AND MODERATE ATTITUDES TOWARDS BOTH BEST AND LEAST LIKED TEACHERS. THERE WAS A NEGATIVE CORRELATION BETWEEN FATHER IDEALIZATION AND HIGH SELF-AWARENESS. EXTREME ATTITUDES TOWARDS BEST AND LEAST LIKED TEACHERS AND HIGH SELF-AWAKENESS ARE ALSO A NEGATIVE CORRELATION. IT IS SUGGESTED THAT FEMALE TEACHERS WITH A HIGH FATHER IDENTIFICATION ARE NOT ABLE TO LIVE UP TO THEIR IDEAL, NOR ARE THEY ABLE TO LIVE UP TO AN IDEAL TEACHER. WHEN A TEACHER STRONGLY DEPRECIATED HER LEAST LIKED TEACHER, IT WAS SEEN AS A PROJECTION OF HER OWN FEARS ABOUT HER OWN TENDENCIES. SUCH TEACHERS ARE LOW IN SELF-AWARENESS AS AN EGO-DEFENSE. THIS DOCUMENT APPEARED IN THE SCHOOL REVIEW, 71, SPR., 79-86, 1963. (RP)

ORD 1425
JABLONSKY, ADELAIDE, ED.
IMPERATIVES FOR CHANGE.

PUB DATE - APR67 PROCEEDINGS OF THE NEW YORK STATE EDUCATION DEPARTMENT COFERENCE ON COLLEGE AND UNIVERSITY PROGRAMS FOR TEACHING OF THE DISADVANTAGED.

DESCRIPTORS - *INSERVICE EDUCATION; *DISADVANTAGED YOUTH; *TEACHER EDUCATION; TEACHER ATTITUDES; STUDENT ATTITUDES; COMMUNITY INVOLVEMENT; INSTRUCTIONAL INNOVATION; TEACHING TECHNIQUES; STUDENT TEACHING; FIELD EXPERIENCE PROGRAMS; BILINGUALISM; *EDUCATIONAL CHANGE; CULTURE CONFLICT; FACULTY RECRUITMENT; *TEACHER EDUCATION CURRICULUM; CONFERENCE REPORTS. IDENTIFIERS - NEW YORK

ABSTRACT - EIGHTY-THREE AUTHORS CONTRIBUTED TO A CONFERENCE WHICH WAS INTENDED TO HELP THE NEW YORK STATE EDUCATION DEPARTMENT, THE COLLEGES AND UNIVERSITIES, AND THE LOCAL SCHOOL SYSTEMS IMPROVE THEIR PROGRAMS FOR PREPARING TEACHERS FOR THE DISADVANTAGED. THE 27 CHAPTERS DEAL WITH (1) ATTITUDES AND BEHAVIOR SUCH AS CULTURE SHOCK AND SENSITIVITY TRAINING, (2) PEOPLE, FOR EXAMPLE, TEACHING ETHNIC GROUPS AND INVOLVING COMMUNITY AND PARENTS, (3) TECHNIQUES, LIKE FIELD WORK, INSERVICE EDUCATION, INSTRUCTIONAL RESOURCES AND EQUIPMENT, AND INNOVATIVE METHODS, AND (4) SPECIAL CURRICULUM ASPECTS. THE CONCLUDING CHAPTER, EVALUATING THE CONFERENCE AND PREVIOUS RESEARCH, FORMULATES "IMPERATIVES FOR CHANGE" INCLUDING: (1) IT IS IMPERATIVE THAT INSERVICE EDUCATION BE PROVIDED FOR NEW TEACHERS FOR SEVERAL YEARS, ASSURING INTERPERSONAL INTERACTION WITH AN AUTHORITY FIGURE TO WHOM THE NEW TEACHER CAN RELATE. TEACHERS WHO HAVE SERVED FOR LONGER PERIODS OF TIME MUST BE GIVEN THE OPPORTUNITY TO MAINTAIN CONTACT WITH NEWER DEVELOPMENTS. (2) IT IS IMPERATIVE THAT ALL EDUCATIONAL INSTITUTIONS INVOLVE COMMUNITY AND PARENTS IN PLANNING, IMPLEMENTING AND EVALUATING PROGRAMS FOR THE DISADVANTAGED. A DIRECTORY OF COLLEGE AND UNIVERSITY PROGRAMS IN NEW YORK FOR PREPARING TEACHERS OF THE DISADVANTAGED INCLUDING PROGRAM TYPE, AIMS, SPECIAL CHARACTERISTICS, AND CONTACT PERSON IS APPENDED. (DP)

ORDI 1441 ED 049 329
STONE, JAMES C.
TEACHERS FOR THE DISADVANTAGED. SERIES IN HIGHER EDUCATION.

DOCUMENT NOT AVAILABLE FROM EDRS.
JERSEY-BASS INC., PUBLISHERS, 615 MONTGOMERY STREET, SAN FRANCISCO, CALIF. 94111 ($7.75)
PUB DATE - 69 275P.

DESCRIPTORS - CULTURAL FACTORS; *EDUCATIONAL DISADVANTAGEMENT; EFFECTIVE TEACHING; GOVERNMENT ROLE; MINORITY GROUPS; PUBLIC SCHOOLS; TEACHER ATTITUDES; *TEACHER EDUCATION; *TEACHER PROGRAMS; TEACHER WORKSHOPS; TEACHING MODELS; TEACHING SKILLS; TEACHING TECHNIQUES; *URBAN SCHOOLS IDENTIFIERS - *CALIFORNIA

ABSTRACT - THIS BOOK GIVES DETAILED REPORTS ON TWENTY-FIVE PROJECTS IN TEACHER TRAINING, SPECIFICALLY DESIGNED TO PREPARE TEACHERS FOR TEACHING DISADVANTAGED CHILDREN. THESE REPORTS GIVE A COMPREHENSIVE MIXTURE OF LOCAL PROBLEMS AND THEIR SOLUTIONS WHICH CAN PROVIDE PATTERNS OR MODELS FOR PROBLEMS IN ANY AREA. PART I DESCRIBES THE PROJECTS IN TERMS OF THEIR OBJECTIVES, AND EVALUATES SUCCESS IN MEETING THOSE OBJECTIVES. PART II OFFERS THE FINDINGS FROM QUESTIONNAIRES AND INTERVIEWS WITH TEACHERS WHO PARTICIPATED IN THESE PROGRAMS, CONCLUDING WITH A CHAPTER DEVOTED TO RECOMMENDATIONS AND NEW MODELS. (AUTHOR/DM)

ORD 1442
JOHNSON, HARRY
MULTIMEDIA AND INNOVATIVE TECHNIQUES FOR EDUCATING TEACHERS OF THE DISADVANTAGED.

JOURNAL OF TEACHER EDUCATION; V19 PP 85-90 SPR 1968
PUB DATE - ND

DESCRIPTORS - *DISADVANTAGED YOUTH; *TEACHER EDUCATION; *INSTRUCTIONAL INNOVATION; *INSTRUCTIONAL TECHNOLOGY; *MULTIMEDIA INSTRUCTION

ABSTRACT - THE PURPOSE OF THIS PAPER IS TO MAKE SOME OBSERVATIONS ON THE INADEQUACY OF TRAINING TEACHERS FOR WORK WITH THE POOR, THE MYTHS AND MISCONCEPTIONS HELD ABOUT THE POOR, AND THE PREJUDICES AND FEARS OF TRAINERS OF TEACHERS IN OUR TEACHERS' COLLEGES. SOME OF

THESE MYTHS ARE: (1) THE DISADVANTAGED ARE THE NEGROES IN THE BIG INNER CITIES, (2) DISADVANTAGED CHILDREN FROM THE SLUM GHETTOS ARE ALIKE, WITH THE SAME NEEDS, BACKGROUNDS, AND PROBLEMS, (3) TEACHERS ARE MIDDLE CLASS PEOPLE WHO DON'T UNDERSTAND THE PROBLEMS AND LIVES OF THE POOR, AND (4) THE GREAT MASSES OF SLUM CHILDREN, POOR PEOPLE, AND THE DISADVANTAGED ARE SEETHING WITH ANGER AND AT THE SLIGHTEST PROVOCATION WILL ERUPT INTO VIOLENCE. WHAT ARE SOME OF THE NEW APPROACHES AND NEW MEDIA AND RESOURCES TO WHICH TEACHERS SHOULD BE EXPOSED IN TEACHER-TRAINING INSTITUTIONS? NINETEEN AUDIO-VISUAL EXPERIENCES ARE SUGGESTED AS BEING AN ABSOLUTE NEED IF TEACHER EDUCATION IS TO KEEP PACE WITH MODERN TECHNOLOGICAL DEVICES. (CP)

ORD 1443 ED 050 300
ADAMS, RAYMOND S., AND OTHERS
LINGUISTICS AND THE TRAINING OF TEACHERS OF THE DISADVANTAGED: A FINAL REPORT - PART I.

MISSOURI UNIV., COLUMBIA. COLL. OF EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT.
EDRS PRICE MF-$0.65 HC-$9.87
OEG-0-9-354719-1712-725
PUB DATE - 69 265P.

DESCRIPTORS - *DISADVANTAGED GROUPS; *EDUCATIONAL PROGRAMS; *LINGUISTICS; *TEACHER EDUCATION; *TRAINEES
IDENTIFIERS - TRAINING TEACHER TRAINERS PROJECT; UNIVERSITY OF MISSOURI

ABSTRACT - THE POTENTIAL RELEVANCE OF LINGUISTICS IN THE DEVELOPMENT OF A TEACHER TRAINING PROGRAM IS INVESTIGATED. THE INVESTIGATION IS COMPRISED OF: (1) THE DELIBERATIONS OF THE LINGUISTICS CONSORTIUM; (2) A CONDENSED VERSION OF THE MATERIAL ABSTRACTED IN A LITERATURE SEARCH; (3) A CONCEPTUAL MAPPING OF THE FIELD, WITH LISTINGS OF RELEVANT FACTS; AND (4) A SUMMATION. THE CONSORTIUM FOCUSES ON, "WHAT LINGUISTIC KNOWLEDGE AND INSIGHT THE TEACHERS OF UNDERPRIVILEGED CHILDREN SHOULD KNOW, THINK, FEEL AND UNDERSTAND." THE ABSTRACTS APPEAR IN THE FOLLOWING FORMAT: AUTHOR, BIBLIOGRAPHICAL DATA, A DESCRIPTIVE STATEMENT OF THE ITEM'S NATURE, DATA-SUPPORTED POINTS OR POINTS KNOWN TO BE DATA SUPPORTABLE, DATA-FREE ASSERTIONS, AUTHORS' RECOMMENDATIONS, AND COMMENTS WHEN APPLICABLE. INFORMATION DERIVED FROM THE ABSTRACTS IS PRESENTED UNDER THE FOLLOWING CATEGORIES: SUB-CULTURAL PATTERNS, DIALECTS AND USAGE, NON-STANDARD NEGRO ENGLISH, INDIANS, SPANISH-AMERICANS, INTELLECTUAL DEVELOPMENT AND PERFORMANCE, BILINGUALISM, LANGUAGE AND LANGUAGE ARTS, READING, LINGUISTIC METHODS, PROJECT HEAD START, AND PRE-SCHOOL LANGUAGE PROJECTS. IT IS CONCLUDED THAT TEACHERS SHOULD BE TRAINED IN AN "ACCEPTANT" APPROACH TO LANGUAGE IN TEACHING. FOR RELATED DOCUMENTS, SEE ED 050 301-306. (CK)

ORD 1444 ED 050 301
ADAMS, RAYMOND S., AND OTHERS
SOCIOLOGY AND THE TRAINING OF TEACHERS OF THE DISADVANTAGED: A FINAL REPORT - PART II.

MISSOURI UNIV., COLUMBIA. COLL. OF EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT.
EDRS PRICE MF-$0.65 HC-$13.16
OEG-0-9-354719-1712-725
PUB DATE - 70 381P.

DESCRIPTORS - AMERICAN INDIANS; *DISADVANTAGED GROUPS; *EDUCATIONAL PROGRAMS; MINORITY GROUPS; NEGROES; *SOCIAL PROBLEMS; *SOCIOLOGY; *TEACHER EDUCATION
IDENTIFIERS - TRAINING TEACHER TRAINERS PROJECT; UNIVERSITY OF MISSOURI

ABSTRACT - THE POTENTIAL RELEVANCE OF SOCIOLOGY IN THE DEVELOPMENT OF A TEACHER TRAINING PROGRAM IS EXAMINED. INVESTIGATION OF THE SOCIOLOGY AREA IS EFFECTED THROUGH: (1) THE DELIBERATIONS OF A SOCIOLOGY CONSORTIUM; (2) A CONDENSED VERSION OF MATERIAL ABSTRACTED IN A LITERATURE SEARCH; (3) A CONCEPTUAL MAPPING OF THE FIELD ACCOMPANIED BY A BRIEF LISTING OF RELEVANT FACTS; AND (4) A SUMMATION THAT OUTLINES THE BROAD BASIS ON WHICH THE TEACHER TRAINING PROGRAM WILL BE BASED. THE FIRST STEP IN DEVELOPING A PROGRAM IS TO ESTABLISH A RATIONAL BASIS FOR PROGRAM PLANNING, WHICH SHOULD BE FOLLOWED BY THE DRAWING UP OF BEHAVIORAL OBJECTIVES. THESE WOULD SPECIFY WHAT EXPERIENCES THE TRAINEES HAD TO HAVE, AND WHAT BEHAVIORAL OUTCOMES WOULD BE REQUIRED. WHAT THE SOCIOLOGICAL PERSPECTIVE POINTS UP IS THE ESSENTIAL AND ESSENTIALLY SYSTEMIC NATURE OF SOCIAL INTERACTION. FOR RELATED DOCUMENTS, SEE ED 050 300 AND ED 050 302-306. (CK)

ORD 1445 ED 050 304
ADAMS, RAYMOND S., AND OTHERS
SOCIAL WORK AND THE TRAINING OF TEACHERS OF THE DISADVANTAGED: A FINAL REPORT - PART V.

MISSOURI UNIV., COLUMBIA. COLL. OF EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT.
EDRS PRICE MF-$0.65 HC-$6.58
OEG-0-9-354719-1712-725
PUB DATE - 71 193P.

DESCRIPTORS - *ABSTRACTS; *CONSORTIA; *DISADVANTAGED YOUTH; MODELS; *SOCIAL WORK; *TEACHER EDUCATION; TEACHER ROLE
IDENTIFIERS - TRAINING TEACHER TRAINERS PROJECT; UNIVERSITY OF MISSOURI

ABSTRACT - THE POTENTIAL RELEVANCE OF SOCIAL WORK IN THE DEVELOPMENT OF A TEACHER TRAINING PROGRAM FOR TEACHERS OF DISADVANTAGED CHILDREN IS INVESTIGATED. OUTCOMES OF THE INVESTIGATION ARE PRESENTED IN THE FOLLOWING DISCUSSIONS: (1) THE DELIBERATIONS OF A SOCIAL WORK CONSORTIUM; (2) A CONDENSED VERSION OF THE MATERIAL ABSTRACTED IN THE LITERATURE SEARCH; (3) A CONCEPTUAL MAPPING OF THE FIELD, ACCOMPANIED BY BRIEF LISTINGS OF RELEVANT FACTS; AND (4) A FINAL SUMMATION. THE INFORMATION CONTAINED IN THE ABSTRACTS IS GROUPED ACCORDING TO CONTENT UNDER THE FOLLOWING HEADINGS: THE FAMILY UNIT; NEGATIVISM TOWARD THE POOR; IMPACT ON POVERTY; BEHAVIORAL CHARACTERISTICS OF THE POOR; INFERRED PSYCHOLOGICAL CHARACTERISTICS OF THE POOR; CHARACTERISTICS OF THOUGHT

PROCESSES AND VERBAL SKILLS OF THE POOR; THE DISADVANTAGED NEGRO AND OTHER MINORITY GROUPS; EDUCATION AND THE DISADVANTAGED; AND RECOMMENDATIONS FOR EDUCATION OF THE DISADVANTAGED. THE SUMMATION DISCUSSES EDUCATION-SOCIAL WORK SIMILARITIES AND DIFFERENCES, AN EXTRAPOLATION FROM SOCIAL WORK TO EDUCATION, TEACHER EXPECTATIONS, AND THE TEACHER IN THE ORGANIZATION. FOR RELATED DOCUMENTS, SEE ED 050 300-303 AND ED 050 305-306. (CK)

ORD 1446 ED 029 003
EDUCATION AND THE DISADVANTAGED AMERICAN.

EDUCATIONAL POLICIES COMMISSION, WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
NATIONAL EDUCATION ASSOCIATION, 1201 16TH ST., N.W., WASHINGTON, D.C. 20036 ($1.25 CLOTHBOUND, $.35 PAPER SELF-COVER, DISCOUNTS ON Q
PUB DATE - 62 42P.

DESCRIPTORS - CULTURAL DISADVANTAGEMENT; *DISADVANTAGED YOUTH; *EDUCATIONAL NEEDS; PUBLIC SUPPORT
IDENTIFIERS - UNITED STATES

ABSTRACT - MIGRATION OF THE CULTURALLY DISADVANTAGED FROM THE SOUTH, SOUTHWEST, AND PUERTO RICO TO URBAN AREAS IN THE UNITED STATES HAS REVEALED THAT THEIR EDUCATION AND CULTURE ARE INADEQUATE TO COPE WITH MODERN URBAN LIFE. THE EDUCATION OF DISADVANTAGED YOUTH, MADE DIFFICULT BY THEIR MOBILITY, IS FURTHER IMPEDED BY HOME AND COMMUNITY LIFE, LACK OF EDUCATIONAL FUNDS, AND INAPPROPRIATE CURRICULUMS. THE SCHOOL MUST ATTEMPT TO MODIFY THE HOME AND COMMUNITY AS WELL AS EXPAND THE MENTAL AND PHYSICAL HORIZONS OF THE STUDENTS. TO COUNTER THE SPECIFIC EFFECTS OF MIGRATION, READING READINESS SHOULD BE DEVELOPED IN KINDERGARTENS THROUGHOUT THE COUNTRY, STUDENT RECORDS SHOULD BE KEPT READY FOR TRANSFER, AND STUDENT PLACEMENT SHOULD BE IMMEDIATE. THE SCHOOL SHOULD FEATURE SMALL CLASSES WITH SPECIALISTS AND TEACHERS WHO RESPECT THE STUDENTS, AN ADMINISTRATION WHICH IS FREE TO ENCOURAGE EXPERIMENTATION, AND AFTER HOURS USE OF FACILITIES FOR STUDY AND RECREATION. YET TO REALIZE EQUAL OPPORTUNITIES FOR ALL PEOPLE, THE PUBLIC MUST BACK THE SCHOOLS BY PROVIDING JOBS AND ENDING DISCRIMINATION. (LP)

ORD 1447 ED 050 303
ADAMS, RAYMOND S., AND OTHERS
COMMUNITY DEVELOPMENT AND THE TRAINING OF TEACHERS OF THE DISADVANTAGED: A FINAL REPORT - PART IV.

MISSOURI UNIV., COLUMBIA. COLL. OF EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT.
EDRS PRICE MF-$0.65 HC-$9.87
OEG-0-9-354719-1712-725
PUB DATE - 70 204P.

DESCRIPTORS - *COMMUNITY DEVELOPMENT; *EDUCATIONAL PROGRAMS; *TEACHER EDUCATION; *URBAN AREAS
IDENTIFIERS - TRAINING TEACHER TRAINERS PROJECT; UNIVERSITY OF MISSOURI

ABSTRACT - THE POTENTIAL RELEVANCE OF COMMUNITY DEVELOPMENT IN THE DEVELOPMENT OF A TEACHER TRAINING PROGRAM IS DISCUSSED. THE DISCUSSION IS COMPRISED OF: (1) THE DELIBERATIONS OF A COMMUNITY DEVELOPMENT CONSORTIUM; (2) A CONDENSED VERSION OF THE MATERIAL ABSTRACTED IN A LITERATURE SEARCH; (3) A CONCEPTUAL MAPPING OF THE FIELD, WITH BRIEF LISTINGS OF RELEVANT FACTS; AND (4) A FINAL SUMMATION. THE FORMAT OF THE ABSTRACTS IS AS FOLLOWS: AUTHOR, BIBLIOGRAPHICAL DATA, A DESCRIPTIVE STATEMENT AS TO THE NATURE OF THE ITEM, ANY DATA-SUPPORTED POINTS OR POINTS KNOWN TO BE DATA SUPPORTABLE, ASSERTIONS MADE BY THE SOURCES, AUTHORS' RECOMMENDATIONS, AND COMMENTS WHEN APPLICABLE. THE INFORMATION CONTAINED IN THE ABSTRACTS IS THEN CATEGORIZED AND PRESENTED UNDER THE FOLLOWING HEADINGS: THE BREAKDOWN OF THE COMMUNITY IN LARGE URBAN AREAS; PROBLEMS OF IDENTITY; DIFFICULTIES IN CROSS-CULTURAL COMMUNICATION; HOLISTIC APPROACH; IDENTITY CHANGE; AND IMPROVING THE TEACHER'S CROSS-CULTURAL KNOWLEDGE AND SKILLS. FOLLOWING A DISCUSSION OF HOW KNOWLEDGE OF COMMUNITY DEVELOPMENT IS RELEVANT TO TEACHERS OF DISADVANTAGED YOUTH, IT IS CONCLUDED THAT COMMUNITY DEVELOPMENT'S PRACTICES MAY PROVIDE EDUCATORS WITH NEW INSIGHTS, AS WELL AS NEW SOLUTIONS TO PROBLEMS. FOR RELATED DOCUMENTS, SEE ED 050 300-302 AND ED 050 304-306. (CK)

ORD 1453 ED 029 920
HICKERSON, NATHANIEL
EDUCATION FOR ALIENATION.

DOCUMENT NOT AVAILABLE FROM EDRS.
PRENTICE-HALL, INC., ENGLEWOOD CLIFFS, N.J.
PUB DATE - 66 98P.

DESCRIPTORS - CURRICULUM; CURRICULUM DEVELOPMENT; *DISADVANTAGED YOUTH; *EDUCATIONAL CHANGE; INTELLIGENCE TESTS; *PUBLIC EDUCATION; PUBLIC SCHOOLS; *SOCIAL CHANGE; *STUDENT ALIENATION

ABSTRACT - THE THEME OF THIS BOOK IS THAT AMERICAN PUBLIC EDUCATION REFLECTS THE SOCIAL ORDER. THE PUBLIC SCHOOLS DO NOT INITIATE SOCIAL CHANGE BUT MIRROR THE SOCIAL AND POLITICAL FRAMEWORK OF THE SOCIETY. THE RESULT HAS BEEN A WASTE OF TALENT AND ABILITY AND A LOSS OF DIGNITY AND SELF WORTH FOR MILLIONS OF CITIZENS. WITHIN THE CONTEXT OF THIS ANALYSIS, THE VOLUME DISCUSSES INTELLIGENCE TESTS AS USED IN THE PUBLIC SCHOOLS, FORMAL AND INFORMAL TECHNIQUES OF ALIENATION, AND THE CURRICULUM OFFERED TO THE DISADVANTAGED. SOME PROPOSALS FOR REFORM ARE PRESENTED IN THE FINAL CHAPTER. (NH)

ORDI 1581
GREEN, A. L.
THE RELATIVE EFFECTIVENESS OF TWO METHODS OF VOCATIONAL EXPLORATION WITH HIGH SCHOOL STUDENTS.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. (ORDER NO 64-5606 MF $4.00;

XEROGRAPHY $10.00)
PUB DATE - 63 DISSERTATION,
UNIVERSITY OF FLORIDA

DESCRIPTORS - HIGH SCHOOL STUDENTS; DOCTORAL THESES; *VOCATIONAL COUNSELING; *OCCUPATIONAL ASPIRATION; OCCUPATIONAL CHOICE; *OCCUPATIONAL GUIDANCE; VOCATIONAL INTERESTS; DECISION MAKING; HIGH SCHOOL CURRICULUM; *COUNSELING INSTRUCTIONAL PROGRAMS; *COUNSELING PROGRAMS

ABSTRACT - THIS STUDY WAS UNDERTAKEN TO COMPARE TWO DIFFERENT METHODS OF HELPING HIGH SCHOOL STUDENTS MAKE DECISIONS ABOUT FUTURE VOCATIONS. PLAN I CONSISTED OF AN INTENSIFIED VOCATIONAL COUNSELING PROGRAM INCLUDING SIX WEEKS OF GROUP GUIDANCE, IN WHICH SCHOOL COUNSELORS ASSUMED THE PRIMARY RESPONSIBILITY BUT WERE ASSISTED BY CLASSROOM TEACHERS. PLAN II WAS A PROGRAM OF VOCATIONAL GUIDANCE CENTERED IN UNITS OF WORK OFFERED PERIODICALLY IN THE CLASSROOM--IN THIS PROGRAM TEACHERS ASSUMED THE PRIMARY RESPONSIBILITY BUT WERE ASSISTED BY COUNSELORS. A SURVEY WAS CONDUCTED AMONG PLAN I AND PLAN II STUDENTS ENTERING A SELECTED JUNIOR COLLEGE TO DETERMINE HOW REALISTIC AND DECISIVE THEY WERE ABOUT THEIR VOCATIONAL PLANS. HIGH SCHOOL COUNSELORS FROM THE THREE SCHOOLS INVOLVED WERE ASKED TO FILL OUT EVALUATION SHEETS USING THEIR OWN JUDGEMENT AS TO HOW REALISTIC EACH STUDENT'S VOCATIONAL CHOICE APPEARED TO BE. THE RESULTS OF THIS STUDY INDICATE THAT EXTENSIVE AND CONTINUOUS VOCATIONAL COUNSELING WITH STUDENTS AND PARENTS IS PROBABLY MORE EFFECTIVE THAN UNITS OF CLASSROOM INSTRUCTION. (DP)

ORD 1582 ED 026 527
MILLER, CARROLL H.
A PILOT PROJECT FOR VOCATIONAL GUIDANCE IN ECONOMICALLY UNDERDEVELOPED AREAS.

ILLINOIS STATE OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, SPRINGFIELD. DEPT. OF GUIDANCE SERVICES.
EDRS PRICE MF-$0.25 HC-$2.50
UEC-6-85-042 08
BR 5-0114
PUB DATE - 68 48P.

DESCRIPTORS - DEPRESSED AREAS (GEOGRAPHIC); DISADVANTAGED YOUTH; DROPOUTS; EDUCATIONAL PLANNING; EMPLOYMENT OPPORTUNITIES; HIGH SCHOOL GRADUATES; MOBILE EDUCATIONAL SERVICES; NONCOLLEGE PREPARATORY STUDENTS; OCCUPATIONAL CHOICE; *OCCUPATIONAL GUIDANCE; OCCUPATIONAL INFORMATION; OCCUPATIONS; *PILOT PROJECTS; PROGRAM DESCRIPTIONS; *VOCATIONAL COUNSELING; *VOCATIONAL DEVELOPMENT
IDENTIFIERS - *ILLINOIS

ABSTRACT - THE PURPOSE OF THIS PROJECT WAS TO ESTABLISH A DEMONSTRATION PROGRAM TO PROVIDE GUIDANCE SERVICES FOR: (1) NON-COLLEGE BOUND HIGH SCHOOL SENIORS, (2) RECENT HIGH SCHOOL GRADUATES CURRENTLY UNEMPLOYED, AND (3) FORMER HIGH SCHOOL STUDENTS WHO HAD DROPPED OUT OF SCHOOL WITHIN 3 YEARS OF INITIATION OF THE PROJECT. SPECIFIC OBJECTIVES INCLUDED: (1) PROVISION OF INFORMATION REGARDING JOBS AND TRAINING OPPORTUNITIES, AS WELL AS SOURCES OF ASSISTANCE, (2) PERSONAL COUNSELING INTERVIEWS TO ASSIST IN DEVELOPING AN UNDERSTANDING OF THE LABOR MARKET, AND (3) ASSISTANCE IN THE VOCATIONAL DEVELOPMENT OF THE INDIVIDUAL. THE PROJECT WAS IMPLEMENTED IN THE 12 SOUTHERN-MOST COUNTIES OF ILLINOIS AND WAS EXTENDED OVER A 3-YEAR PERIOD. AN EVALUATION OF THE PROJECT INDICATED DEFINITE SUCCESS IN STIMULATING LEADERSHIP FOR THE SCHOOLS INVOLVED, AND ADOPTION OF SELECTED PRACTICES BY OTHER COUNTIES AND OTHER STATES; HOWEVER, THE INFLUENCE OF THE PROJECT UPON THE LIVES OF INDIVIDUAL STUDENTS COULD NOT BE QUANTITATIVELY DESCRIBED. A 5-YEAR FOLLOW UP IS CONSIDERED. (CH)

ORD 1583 VT 010 944
HABIF, ROBERTA A.
A COORDINATED PROGRAM OF VOCATIONAL REHABILITATION AND SPECIAL EDUCATIONAL SERVICES FOR THE RETARDED.

MASSACHUSETTS REHABILITATION COMMISSION, BOSTON, MASS.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN68 219P.

DESCRIPTORS - *VOCATIONAL REHABILITATION; *HIGH SCHOOL STUDENTS; *MENTAL RETARDATION; *PROGRAM DEVELOPMENT; VOCATIONAL ADJUSTMENT; PSYCHOLOGICAL NEEDS; VOCATIONAL APTITUDE; EMOTIONAL ADJUSTMENT; LOWER CLASS STUDENTS; CULTURALLY DISADVANTAGED; *COOPERATIVE PROGRAMS; BIBLIOGRAPHIES

ABSTRACT - REHABILITATION SERVICES WERE PROVIDED IN SCHOOL FOR HIGH SCHOOL STUDENTS IN A SPECIAL CLASS TO INCREASE THEIR EMPLOYABILITY. TO DETERMINE THE SUCCESS OF THE PROGRAM, A STUDY WAS MADE OF THE CLASS, COMPOSED OF 89 RETARDATES WHO HAD MEASURABLE INTELLIGENCE FROM 46 TO 88 AND MAINLY CAME FROM THE LOWER SOCIOECONOMIC CLASS. THE RESEARCH DESIGN, ANSWERING EXPLORATORY QUESTIONS CONCERNING REHABILITATION AND OCCUPATIONAL ADJUSTMENT, REVEALED SIGNIFICANT RELATIONSHIPS WITH PSYCHOLOGICAL NEEDS, OCCUPATIONAL APTITUDES, FAMILY STABILITY, MATURITY, AND EMOTIONAL ADJUSTMENT. PROGRAM RESULTS DEMONSTRATED THAT THESE STUDENTS CAN ADEQUATELY MEET SOCIAL AND ECONOMIC DEMANDS OF THE COMPETITIVE COMMUNITY WHEN A VOCATIONAL REHABILITATION PROGRAM IS INITIATED. OF THE STUDENTS LEAVING THE UNIT, 84 PERCENT (54) WERE REHABILITATED AFTER THREE CONSECUTIVE MONTHS OF EMPLOYMENT. IMPLICATIONS FOR SPECIALIZED AND SUPPORTIVE COUNSELING, INSERVICE TRAINING, FAMILY COUNSELING, YOUNGER STUDENT INVOLVEMENT, VALID WORK EVALUATION SYSTEM, AND POSTGRADUATE AND WORKSHOP PROGRAMS ARE DISCUSSED. A FOLLOWUP STUDY IS AVAILABLE AS VT 010 751 (AUTHOR/SB).

ORD 1584 VT 007 827
AN EXPERIMENT TO TEST THREE MAJOR ISSUES OF WORK PROGRAM METHODOLOGY WITHIN MOBILIZATION FOR YOUTH'S INTEGRATED SERVICES TO OUT-OF-SCHOOL UNEMPLOYED YOUTH. TWENTY MONTH REPORT (DEC. 16, 1965-AUG. 15, 1967).

COLUMBIA UNIV., NEW YORK, N.Y. SOCIAL WORK RESEARCH CENTER.
MOBILIZATION FOR YOUTH, INC., NEW YORK, N.Y.

DIV. OF EMPLOYMENT OPPORTUNITIES.
OFFICE OF MANPOWER POLICY, EVALUATION AND RESEARCH (DOL), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 67 110P.

DESCRIPTORS - *OUT OF SCHOOL YOUTH; *CULTURALLY DISADVANTAGED; *EMPLOYMENT PROGRAMS; PROGRAM EVALUATION; REMEDIAL INSTRUCTION; VOCATIONAL EDUCATION
IDENTIFIERS - MOBILIZATION FOR YOUTH INC.

ABSTRACT - THIS STUDY WAS DESIGNED TO TEST THE RELATIVE EFFECTIVENESS OF ALTERNATE METHODS OF PROVIDING THREE IMPORTANT TYPES OF VOCATIONAL DEVELOPMENT SERVICE: (1) SUBSIDIZED WORK TRAINING, (2) REMEDIAL EDUCATION, AND (3) ASSESSMENT OF VOCATIONAL POTENTIAL. THIS INTERIM REPORT DESCRIBES RESEARCH ACTIVITIES AND FUTURE PLANS, SAMPLE SIZE AND PROJECTIONS, MEASUREMENT OF PROGRAM SUCCESS, AND SHORT-TERM FIELD FOLLOWUP. (BH)

ORD 1585
THAYER, J. A.
GROUP COUNSELING.

THE CLEARING HOUSE; V45 N2 P101 OCT 1970
PUB DATE - OCT70

DESCRIPTORS - *GROUP COUNSELING; GROUP GUIDANCE; *GROUPING PROCEDURES; SECONDARY SCHOOL STUDENTS; GROUP RELATIONS; JUNIOR HIGH SCHOOL STUDENTS; GRADE POINT AVERAGE; GRADE REPETITION

ABSTRACT - MUCH RESEARCH HAS BEEN DONE ON GROUP SIZE. THE CONSENSUS SEEMS TO BE THAT SIX TO 10 MEMBERS ARE SATISFACTORY FROM THE STANDPOINT OF GROUP INTERACTION. FROM THE STANDPOINT OF OPTIMUM RESULTS, EIGHT MEMBERS APPEAR MORE OR LESS IDEAL WITH JUNIOR AND SENIOR HIGH SCHOOL STUDENTS. WITH SOME EXPERIENCE THE COUNSELOR MAY BECOME COMFORTABLE WITH ALMOST ANY GROUP. IN A SCIENTIFICALLY CONTROLLED EXPERIMENT INVOLVING 536 JUNIOR HIGH SCHOOL STUDENTS, THE FINDINGS SHOWED THAT COUNSELED STUDENTS HAD GREATER MEAN GAINS IN GRADE POINT AVERAGES THAN THEIR NON-COUNSELED PEERS. THE EXPERIMENT WAS PERFORMED AS A DIRECT RESULT OF EARLIER GROUP COUNSELING WITH 21 GROUPS OF JUNIOR HIGH SCHOOL STUDENTS. TEACHER, STUDENT, AND PARENT RESPONSE TO GROUP COUNSELING WAS SUCH THAT THE EXPERIMENT WAS CARRIED OUT WITH THE ENTIRE POPULATION OF THE SCHOOL. THIS WAS THE FIRST YEAR IN THE HISTORY OF THE SCHOOL THAT NOT ONE STUDENT WAS RETAINED IN GRADE. (DP)

ORD 1586 ED 015 494
HUTCHINSON, THOMAS E.
LEVEL OF ASPIRATION AND MODELS APPLICABLE TO THE PROBLEM OF CHOICE OF CAREER.

HARVARD UNIV., CAMBRIDGE, MASS.
EDRS PRICE MF-$0.25 HC-$1.56
HARVARD-NEEDS-NEWTON-TM-3
PUB DATE - NO 37P.

DESCRIPTORS - ASPIRATION; *CAREER CHOICE; *COMPUTERS; COUNSELING; INFORMATION PROCESSING; JOB ANALYSIS; JOB SATISFACTION; *MODELS; RESEARCH; *STATISTICAL ANALYSIS; *VOCATIONAL COUNSELING

ABSTRACT - REGRESSION ANALYSIS, DISCRIMINANT ANALYSIS, AND A COMBINATION OF THESE STATISTICAL MODELS CANNOT PROVIDE INFORMATION APPROPRIATE TO INDIVIDUAL CAREER CHOICE THROUGH VOCATIONAL GUIDANCE. THESE MODELS IGNORE INDIVIDUAL VARIANCE IN ASPIRATION LEVELS AND MEANINGFUL DIMENSIONS OF JOB SATISFACTION. CENTOUR ANALYSIS PROVIDES FOR BOTH THROUGH USE OF FLEXIBLY DETERMINED SUBGROUPS. THOSE VARIABLES BELIEVED TO DISCRIMINATE AMONG THE FLEXIBLY DETERMINED SUBGROUPS OF THE VOCATIONAL GROUPS ARE USED TO ARRIVE AT CENTOUR SCORES WHICH DESCRIBE AN INDIVIDUAL'S POSITION WITH RESPECT TO THE SUBGROUPS. THIS MODEL, USED IN A VOCATIONAL SELF-CLASSIFICATION INFORMATION SYSTEM, ALLOWS THE INDIVIDUAL TO COMPARE HIMSELF WITH MANY VARIED VOCATIONAL GROUPS AND COMBINATIONS OF GROUPS WHILE HE HIMSELF DEFINES (IN PART) THE COMPOSITION OF THE GROUPS. THE COUNSELOR IS GIVEN PSYCHOLOGICAL INFORMATION ABOUT THE COUNSELEE AND OPPORTUNITIES FOR COUNSELING WHICH ARE NOT PRESENTLY AVAILABLE. LIMITATIONS OF THE SYSTEM ARE COST AND TIME FACTORS AS WELL AS THE TREMENDOUS NUMBER OF VOCATIONAL CATEGORIES WHICH EXIST. (AUTHOR/SK)

ORD 1701 ED 039 198
HOBSON, ARLINE
TEACHERS AND THE EDUCATION OF AIDES.
PARAPROFESSIONALS DEVELOP PROFESSIONAL SKILLS.

ARIZONA UNIV., TUCSON. ARIZONA CENTER FOR EARLY CHILDHOOD EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BUREAU OF RESEARCH.
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
OEC-3-7-70706-3118 24
BR-7-0706
PUB DATE - 70 7P.

DESCRIPTORS - *CHILD DEVELOPMENT CENTERS; *DISADVANTAGED GROUPS; *EARLY CHILDHOOD EDUCATION; *JOB TRAINING; MEXICAN AMERICANS; NEGROES; *TEACHER AIDES

ABSTRACT - A GROUP OF 12 DISADVANTAGED WOMEN--MOSTLY MEXICAN-AMERICANS, NEGROES, AND YAQUI INDIANS--WERE ENROLLED IN A TWELVE-WEEK MIGRANT OPPORTUNITY PROGRAM AT THE EARLY CHILDHOOD EDUCATION LABORATORY OF THE UNIVERSITY OF ARIZONA IN ORDER TO TRAIN THEM AS PRESCHOOL TEACHER AIDES. SOME READING MATERIALS WERE DEVELOPED BY THE LABORATORY STAFF, BUT THE PRIMARY EMPHASIS WAS ON LEARNING THROUGH EXPERIENCE. ARRANGEMENTS WERE MADE FOR THE TRAINEES TO OBSERVE THE BEHAVIOR AND RESPONSES OF CHILDREN FROM INFANCY THROUGH AGE SIX, AND MICROTEACHING DEMONSTRATIONS WERE CRITIQUES TO IDENTIFY PRINCIPLES OF LEARNING AND CONCOMMITANT ADULT RESPONSIBILITY FOR SYSTEMATIZED ORGANIZATION AND METHODS OF TEACHING. TEACHERS CRITICIZED THEIR OWN PERFORMANCE AS A MODEL OF SELF-ANALYSIS FOR THE TRAINEES. PRACTICE IN THE USE OF ART MEDIA, PLAYING GAMES, AND STORY TELLING WAS INFORMAL. STATEMENTS BY AIDES AT

THE END OF THE PROGRAM INDICATED THAT THEY FELT THEY HAD DEVELOPED A SENSE OF SELF-CONFIDENCE AND HAD LEARNED TO COMMUNICATE WITH CHILDREN. THEY ALSO FELT THEY HAD DEVELOPED BETTER RELATIONSHIPS WITH THEIR OWN CHILDREN AS A RESULT OF THE PROGRAM. NOT AVAILABLE IN HARDCOPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (RT)

ORDI 1901U ED 001 548
THE WORLD OF EDUCATION AND THE BOARD OF EDUCATION CITY OF NEW YORK. PROGRESS REPORT.

MOBILIZATION FOR YOUTH, INC., NEW YORK, N.Y.
NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.
EDRS PRICE MF-$0.09 HC-$0.92
PUB DATE - 16MAR64 21P.

DESCRIPTORS - *ACTION PROGRAMS (COMMUNITY); *BOARD OF EDUCATION ROLE; COUNSELING PROGRAMS; CULTURALLY DISADVANTAGED; CURRICULUM RESEARCH; *DELINQUENT REHABILITATION; DROPOUT PREVENTION; ENRICHMENT PROGRAMS; FAMILY SCHOOL RELATIONSHIP; INSERVICE TEACHER EDUCATION; REMEDIAL READING CLINICS; SOCIAL SERVICES; TUTORING; URBAN EDUCATION; YOUTH OPPORTUNITIES; *YOUTH PROGRAMS
IDENTIFIERS - *DELIQUENCY PREVENTION; MOBILIZATION FOR YOUTH; NEW YORK CITY

ABSTRACT - THE FOLLOWING PROGRAMS ARE BEING DEVELOPED FOR THE PREVENTION AND CONTROL OF JUVENILE DELINQUENCY THROUGH EXPANDING OPPORTUNITES. INSERVICE TRAINING COURSES ARE DESIGNED TO IMPROVE UNDERSTANDING OF DISADVANTAGED GROUPS AND TO INCREASE THE EFFECTIVENESS OF THEIR TEACHING PROGRAMS. TRAINING IS OFFERED IN LABORATORY SCHOOLS TO TEST NEW MATERIALS AND TO ALLOW GRADUATE STUDENTS TO TRAIN THROUGH PARTICIPATION IN URBAN CLASSROOMS AND IN SOCIAL WORK. A CURRICULUM CENTER PROVIDES ASSISTANCE TO LOCAL SCHOOLS BY AIDING IN PLANNING AND DEVELOPING CURRICULUM AND LOCATING MATERIALS. THE CENTER ALSO MAINTAINS A FAIRLY EXTENSIVE COLLECTION OF MATERIALS AND BOOKS FOR TEACHER AND PUPIL USE. SPECIAL TEACHERS TEACH CORRECTIVE READING IN ELEMENTARY AND JUNIOR HIGH SCHOOL READING CLINICS. HOMEWORK HELPER PROGRAMS ARE OPERATED IN ELEVEN AFTER-SCHOOL CENTERS. ENRICHMENT PRACTICES ARE USED IN KINDERGARTEN. FOUR CLASSES FOR 4-YEAR-OLDS HAVE BEEN STARTED. ATTENDANCE PROGRAMS ARE AIMED AT HELPING POTENTIAL TRUANTS WITH THEIR PROBLEMS TO AVOID EXCESSIVE ABSENTEEISM. SOCIAL WORKERS WORK IN CONJUNCTION WITH MOBILIZATION FOR YOUTH EFFORTS IN CONDUCTING WORKSHOPS IN FAMILY AND SCHOOL RELATIONS. EDUCATIONAL GUIDANCE AND TUTORING SERVICES ARE PROVIDED FOR DROPOUTS IN WORLD OF WORK AND FOR YOUTHS DESIRING TO RETURN TO SCHOOL. EFFORTS ARE MADE TO COORDINATE THE VARIOUS ACTIVITIES AND COMMITTEES BY INCREASED COMMUNICATION IN REGULARLY SCHEDULED CONFERENCES.

ORD 1902U
LEVINE, DANIEL U.
CONCEPTS OF BUREAUCRACY IN URBAN SCHOOL REFORM.

PHI DELTA KAPPAN; V52 N2 PP329-333 FEB 1971
PUB DATE - 71

DESCRIPTORS - URBAN EDUCATION; INNER CITY; *BUREAUCRACY; *ADMINISTRATIVE ORGANIZATION; *DECISION MAKING; SCHOOL ORGANIZATION; *URBAN SCHOOLS; *POWER STRUCTURE; INDIVIDUALIZED INSTRUCTION; PRINCIPALS; EDUCATIONAL INNOVATION

ABSTRACT - INNER-CITY SCHOOLS TODAY GENERALLY ARE NOT FUNCTIONING AS OUTSTANDINGLY EFFECTIVE DELIVERY SYSTEMS IN TERMS OF THEIR MAJOR PURPOSES: MINIMAL LEVEL OF ACADEMIC SKILLS NEEDED TO COMPETE SUCCESSFULLY FOR REWARDING EMPLOYMENT AND TEACHING OF SKILLS AND ATTITUDES NEEDED FOR LEARNING OUTSIDE THE SCHOOL AND FOR LIVING SATISFYING LIVES AS ADULTS. IMPORTANT POINTS WHICH SHOULD BE MADE CONCERNING THE REBUILDING OF INNER-CITY SCHOOLS ARE: (1) MAKING AUTHORITY RELATIONS IN A SCHOOL DISTRICT LESS VERTICAL IN ORDER TO PLACE CERTAIN NECESSARY DECISION-MAKING POWERS IN THE HANDS OF STAFF MEMBERS HAS LITTLE TO DO EXPLICITLY WITH DEMOCRATIC ADMINISTRATION, (2) OUTSTANDING ADMINISTRATIVE LEADERSHIP IS BY FAR THE MOST IMPORTANT VARIABLE NECESSARY FOR SUCCESSFUL REFORM IN URBAN SCHOOLS, (3) THE CRITICAL IMPORTANCE OF THE BUILDING PRINCIPAL IS CLOSELY LINKED TO ADVOCACY OF INDIVIDUALIZATION OF INSTRUCTION, (4) MUCH OF THE PRINCIPAL'S LEADERSHIP IN ESTABLISHING LATERAL AUTHORITY RELATIONS CAN BE DISCUSSED IN TERMS OF WHAT HE DOES TO PROVIDE TEACHERS, PARENTS, AND STUDENTS WITH A FIRM POWER BASE IN SCHOOL DECISION MAKING, (5) THE CRUCIAL FACTOR IN MAKING USE OF PROMISING PRACTICES FROM ANOTHER SCHOOL IS TO MAKE SURE THAT THE ORGANIZATIONAL STRUCTURE OF THE RECEIVING INSTITUTION IS DESIGNED TO IMPLEMENT THE INNOVATION EFFECTIVELY. (DP)

ORD 1961
EDWARDS, ESTER
KINDERGARTEN IS TOO LATE.

SATURDAY REVIEW; PP68-79 JUN15 1968
PUB DATE - 68

DESCRIPTORS - *CULTURAL DISADVANTAGEMENT; PRESCHOOL CHILDREN; *PRESCHOOL EDUCATION; *PARENT EDUCATION; SOCIAL DISADVANTAGEMENT

ABSTRACT - FOR THE CULTURALLY DEPRIVED CHILD, EVEN KINDERGARTEN AND HEAD START PROGRAMS ARE TOO LATE. THE APPROPRIATE EDUCATION MUST BE GIVEN TO EVERY CHILD AS SOON AS HE CAN BENEFIT FROM IT. WE KNOW THAT AS EARLY AS 18 MONTHS, DISADVANTAGED CHILDREN START TRAILING THEIR MIDDLECLASS PLAYMATES IN TESTS OF GENERAL INTELLIGENCE AND LANGUAGE DEVELOPMENT. ALREADY THE SUBTLE UNDERMINING BROUGHT ABOUT BY INADEQUATE EXPERIENCE HAS BEGUN. WE ARE NOT MAKING USE OF THE GOLDEN PERIOD WHEN WE CAN MOST EASILY AND EFFECTIVELY WORK WITH CHILDREN WITHOUT USING PRESSURE. THE ONLY FEASIBLE ANSWER AT THE PRESENT TIME TO THIS APPARENT NEED IS TO EDUCATE THE PARENTS OF THESE CHILDREN. MOST SOCIALLY DISADVANTAGED PARENTS ARE EAGER FOR THEIR CHILDREN TO SUCCEED IN SCHOOL, YET THEY

LACK KNOWLEDGE REGARDING THE NATURE OF THE DEMANDS THAT SCHOOL WILL PLACE ON THEIR CHILDREN, AND THEY LACK SKILLS CONCERNING WAYS IN WHICH THEY CAN PREPARE THEIR CHILDREN FOR THE TRANSITION FROM HOME TO SCHOOL. (DP)

ORD 2041 ED 051 358
KING, ALBERT SIDNEY
MANAGERIAL RELATIONS WITH DISADVANTAGED WORK GROUPS: SUPERVISORY EXPECTATIONS OF THE UNDERPRIVILEGED WORKER.

TEXAS TECHNOLOGICAL COLL., LUBBOCK.
MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C. OFFICE OF MANPOWER RESEARCH.
DOCUMENT NOT AVAILABLE FROM EDRS.
NATIONAL TECHNICAL INFORMATION SERVICE, OPERATIONS DIVISION, SPRINGFIELD, VIRGINIA 22151 (PB 190 986, MF $0.95; FOR HARD COPY PRICE,
PUB DATE - MAY 70 324P.PH.D. DISSERTATION, TEXAS TECH UNIVERSITY

DESCRIPTORS - *CONDITIONED RESPONSE; *CULTURALLY DISADVANTAGED; EMPLOYER ATTITUDES; *MANPOWER DEVELOPMENT; MOTIVATION; *PERFORMANCE FACTORS; *PERSONNEL EVALUATION; WORK ATTITUDES

ABSTRACT - THIS STUDY INVESTIGATES THE EFFECTS OF MANAGEMENT EXPECTATIONS ON THE OCCUPATIONAL SUCCESS OF DISADVANTAGED WORKERS. IN FIVE ORGANIZATIONAL EXPERIMENTS, SUPERVISORS WERE INFORMED THAT CERTAIN WORKERS OUT OF GROUPS OF DISADVANTAGED WORKERS HAD SUPERIOR ABILITIES. HOWEVER, THESE WORKERS WERE CHOSEN RANDOMLY, SO THAT ANY DIFFERENCES IN PERFORMANCE BETWEEN THESE WORKERS AND THE CONTROL GROUP WOULD BE DUE ONLY TO SUPERVISORY EXPECTATIONS. THE RESULTS, WHICH CONFIRM THE HYPOTHESIS REGARDING THE SIGNIFICANCE OF SUPERVISOR ATTITUDES, HAVE IMPLICATIONS FOR THE SUPERVISOR'S ROLE IN BREAKING THE VICIOUS CIRCLE OF LOW PERFORMANCE BY DISADVANTAGED WORKERS. (BH)

ORD 2042
STUDY LINKS ETHNIC BACKGROUND TO WORKER SATISFACTION ON JOB.

MANPOWER INFORMATION SERVICE; V2 N9 PP211-212
PUB DATE - 71

DESCRIPTORS - *CULTURAL BACKGROUND; *EMPLOYEE ATTITUDES; *EMPLOYER EMPLOYEE RELATIONSHIP; *MINORITY GROUPS; *JOB SATISFACTION; OCCUPATIONAL ASPIRATION; PROMOTION (OCCUPATIONAL); SUPERVISORS; TASK PERFORMANCE; EMPLOYMENT PRACTICES; SELF EVALUATION
IDENTIFIERS - JOB ATTITUDES OF WORKERS STUDY

ABSTRACT - THE INTEGRATION OF MEMBERS OF MINORITY GROUPS INTO THE INDUSTRIAL WORK FORCE HAS RAISED QUESTIONS ON THE MOST EFFECTIVE WAYS TO SUPERVISE PERSONS OF WIDELY VARYING BACKGROUNDS. THREE NEW YORK UNIVERSITY RESEARCHERS QUESTIONED A SAMPLING OF BLUE COLLAR WORKERS IN SEVEN NORTHEASTERN UNITED STATES COMPANIES TO FIND OUT HOW THEY FELT ABOUT THEIR JOBS, PAY, SUPERVISORS, FELLOW WORKERS, AND ADVANCEMENT PROSPECTS. THE WORKERS, ALL MALE, INCLUDED 477 WHITES AND 102 BLACKS WHO WERE EMPLOYED IN SIMILAR KINDS OF JOBS AT OR NEAR THE ENTRY LEVEL. THEY WERE MAINLY LOWER MIDDLE-CLASS. THE FINDINGS INCLUDED: (1) A GOOD JOB IS AN IMPORTANT GOAL IN THE LIFE OF SUCH A WORKER, THE SURVEY FOUND, RANKING SECOND TO SELF-IMPROVEMENT AMONG THE WHITE WORKERS AND THIRD AFTER A HAPPY FAMILY LIFE AND SELF IMPROVEMENT AMONG THE BLACK EMPLOYEES, (2) BLACK WORKERS TENDED TO FEEL GREATER SATISFACTION WITH THEIR JOBS THAN THEIR WHITE COUNTERPARTS, (3) A FIRM'S INVOLVEMENT IN SYSTEMATIC MINORITY HIRING EFFORTS AND THE NUMBER OF BLACKS IN SUPERVISORY OR OTHER HIGHER-LEVEL JOBS SEEMED TO INFLUENCE THE DEGREE OF SATISFACTION A MINORITY WORKER FELT, (4) NO SIGNIFICANT DIFFERENCES WERE FOUND IN THE FEELINGS OF BLACK AND WHITE EMPLOYEES TOWARD THEIR SUPERVISORS, AND (5) THE RESEARCHERS DID NOT FIND THAT THE BLACK EMPLOYEES FELT GREATER SELF-DOUBT THAN THEIR WHITE CO-WORKERS. (DP)

ORD 2061R ED 019 808
LINDSTROM, D.E.
PROBLEMS IN FINDING JOBS FOR MIGRANT YOUTH.

ILLINOIS UNIV., URBANA. COLL. OF AGRICULTURE.
EDRS PRICE MF-$0.25 HC-$0.92
RSM-42
PUB DATE - OCT67 21P.

DESCRIPTORS - EMPLOYMENT; JOB MARKET; *JOBS; METROPOLITAN AREAS; MIGRANT YOUTH; MIGRATION; *NEEDS; OCCUPATIONAL GUIDANCE; OCCUPATIONAL INFORMATION; *OPPORTUNITIES; PROFESSIONAL OCCUPATIONS; *RURAL YOUTH; SEMISKILLED OCCUPATIONS; TECHNICAL OCCUPATIONS; UNSKILLED OCCUPATIONS; *VOCATIONAL COUNSELING

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO DETERMINE THE OUTCOME OF RURAL IN-MIGRANT YOUTH SEARCHING FOR JOBS IN ST. LOUIS, MISSOURI. THE DATA CAME FROM TWO RANDOMIZED SAMPLES OF RURAL YOUTH (TOTALING 4046) MIGRATING TO ST. LOUIS FROM 50 MILES OR MORE OUTSIDE THE CITY. THESE RURAL YOUTH ARE CHARACTERIZED AS FOLLOWS--(1) TWO-THIRDS HAD FINISHED HIGH SCHOOL, WITH ONLY 10 PERCENT ACHIEVING A HIGHER LEVEL, (2) 60 PERCENT WERE MALES, AND (3) IN INTERVIEWS ALMOST HALF STATED THEY WERE SEEKING JOBS IN THE CLERICAL, SALES, AND SERVICE AREAS, WHILE MORE THAN TWO-FIFTHS ASPIRED TO MANUAL LABOR TYPE JOBS. LESS THAN TWENTY-FIVE PERCENT OF THE APPLICANTS AT THE EMPLOYMENT SERVICE RECEIVED JOB REFERRALS, WHICH PROMPTED A STATISTICAL ANALYSIS OF THE DATA TO DETERMINE THE REASONS FOR THIS POOR RECORD. THE VARIABLES UTILIZED WERE--SEX, JOB CLASSIFICATIONS, EDUCATION, TIME IN THE CITY, DISTANCE TRAVELED, STATED INTEREST, AND COURSE TAKEN IN HIGH SCHOOL. CONCLUSIONS REACHED FROM THE STATISTICAL ANALYSIS INCLUDE--(1) MALES ARE LIKELY TO REMAIN IN THE CITY LONGER THAN FEMALES SEEKING JOBS, (2) MALES ARE MORE LIKELY THAN FEMALES TO FIND JOBS OPEN TO THEM, AND (3) OLDER YOUTH ARE LIKELY TO BE MORE ADVANCED IN SCHOOL, AND THUS HAVE BETTER TRAINING, SPEND MORE TIME IN THE CITY, MIGRATE FARTHER, AND HAVE WIDER JOB INTERESTS. IMPLICATIONS FROM THE STUDY

INDICATE THAT THESE YOUTH NEED BETTER GUIDANCE AND COUNSELING, WHICH SHOULD BE PROVIDED BY THEIR HIGH SCHOOLS. (ES)

ORD 2081 ED 038 616
FALK, H. P., AND OTHERS
THE FRONTIER OF ACTION: NEW CAREERS FOR THE POOR. A VIABLE CONCEPT.

MINNESOTA UNIV., MINNEAPOLIS.
DOCUMENT NOT AVAILABLE FROM EDRS.
CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151 (PB-188-637, MF $0.65, HC $3.00)
PUB DATE - 69 473P.

DESCRIPTORS - ACADEMIC PERFORMANCE; ADULT DROPOUTS; AGENCIES; BEHAVIOR CHANGE; BIBLIOGRAPHIES; CHANGING ATTITUDES; COST EFFECTIVENESS; *DISADVANTAGED GROUPS; HIGHER EDUCATION; *HUMAN SERVICES; JOB SATISFACTION; MANPOWER UTILIZATION; MOTIVATION; PERSISTENCE; *PROGRAM EVALUATION; SIMULATION; *SUBPROFESSIONALS; TASK PERFORMANCE; *TRAINING

ABSTRACT - THIS RESEARCH REPORT IS CONCERNED WITH PARAPROFESSIONAL TRAINING, IN MINNEAPOLIS, MINNESOTA, FOR POVERTY ADULTS. THE FOLLOWING QUESTIONS REPRESENT THE OBJECTIVES AND PURPOSES OF THE RESEARCH EFFORT: ENROLLEES' MOBILITY ORIENTATIONS, AND HOW THESE ORIENTATIONS HAVE CHANGED; HOW THE ROLE SETS OF ENROLLEES INFLUENCE THEIR EFFECTIVENESS IN SOCIAL SERVICE AGENCIES; THE EXTENT TO WHICH ENROLLEES CHANGE THEIR SELF CONCEPTIONS; JOB INTERESTS AND SATISFACTIONS OF CAREERISTS; THE EFFECT OF HIGHER EDUCATION ON POVERTY ADULTS; AND DIFFERENCES BETWEEN ENROLLEES WHO DROP OUT AND STAY IN THE PROGRAM. APPLIED INTERPRETATIONS AND IMPLICATIONS OF THE RESEARCH ARE PRESENTED IN THIS REPORT. (THE DOCUMENT INCLUDES ONE CHAPTER BIBLIOGRAPHY AND 94 TABLES.) (AUTHOR/LY)

ORD 2101 ED 043 587
JONES, ELIZABETH J.
PREPARING TEACHERS TO INVOLVE PARENTS IN CHILDREN'S LEARNING. PROJECT REPORT.

PACIFIC OAKS COLL., PASADENA, CALIF.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT.
EDRS PRICE MF-$0.75 HC-$7.75
PUB DATE - 70 153P.

DESCRIPTORS - *DISADVANTAGED GROUPS; FAMILY CHARACTERISTICS; *FAMILY ENVIRONMENT; *HOME VISITS; MINORITY GROUPS; *PARENT COUNSELING; *PARENT TEACHER COOPERATION; PROGRAM EVALUATION; RESOURCE MATERIALS
IDENTIFIERS - HEAD START

ABSTRACT - THE PROGRAM OBJECTIVES WERE TO DEVELOP TEACHERS' SKILLS IN WORKING WITH DISADVANTAGED PARENTS TO ENRICH THE HOME LEARNING ENVIRONMENT FOR CHILDREN, AND TO DEVELOP AND TEST THE APPROACHES TO BE USED. WEEKLY HOME VISITS WERE MADE BY 20 PARTICIPATING TEACHERS WHO SELECTED THE FAMILIES, AND EMPHASIS WAS PLACED ON SUPPORTING INNOVATION BY THE TEACHERS TO WORK OUT APPROACHES REFLECTING THE DIVERSE COMPETENCES AND NEEDS OF INDIVIDUAL TEACHERS AND FAMILIES. THE REPORT DOCUMENTS AND EVALUATES THE PROCESS OF STAFF-TEACHER AND TEACHER-PARENT INTERACTION IN TERMS OF 1) THE KINDS OF RESOURCES, SUPERVISION, AND SUPPORT WHICH MAY BE NEEDED BY TEACHERS MAKING HOME VISITS AND 2) THE KEY VARIABLES TO BE TAKEN INTO ACCOUNT IN SUCH A PROGRAM. A RESOURCE CENTER FOR TEACHER-VISITORS AND STRATEGIES FOR PROMOTING INNOVATION BY TEACHERS ARE DESCRIBED, BASED ON THE PREMISE THAT TEACHERS WHO ARE OFFERED CHOICES AMONG RESOURCES ARE MORE LIKELY TO OFFER SIMILAR CHOICES TO FAMILIES. CHARACTERISTICS OF FAMILIES AND VISITORS, AND THE TEACHING STRATEGIES WHICH RESULTED FROM THEIR INTERACTION ARE IDENTIFIED. THE NINE APPENDIXES INCLUDE A DESCRIPTION OF THE CHILDREN'S PROGRAM AT PEPPER HOUSE, ALSO RUN BY PACIFIC OAKS COLLEGE, AS WELL AS A CHRONOLOGY OF THE SEMINARS, FORMS USED FOR DATA ON HOME VISITS, REPORTS ON SPIN-OFF ACTIVITIES, AND REPORTS ON SYSTEMATIC MEASURES USED. (AUTHOR/MBM)

ORD 2102 ED 032 926
BADGER, EARLADEEN D.
MOTHERS' TRAINING PROGRAM: THE GROUP PROCESS.

EDRS PRICE MF-$0.25 HC-$1.35
PUB DATE - JUL 69 25P.

DESCRIPTORS - CHILD REARING; *COMPENSATORY EDUCATION PROGRAMS; CULTURALLY DISADVANTAGED; INFANTS; LANGUAGE DEVELOPMENT; *MOTHERS; PARENT ATTITUDES; *PARENT EDUCATION; PARENT ROLE; PARENT WORKSHOPS; *PROGRAM DESCRIPTIONS; TUTORIAL PROGRAMS
IDENTIFIERS - HEAD START; STANFORD BINET

ABSTRACT - THIS STUDY HYPOTHESIZED THAT MOTHERS FROM A LOW SOCIOECONOMIC AREA COULD BE TRAINED BY TEACHERS TO IMPLEMENT AN INFANT TUTORIAL PROGRAM USING THEIR 1- TO 2-YEAR-OLD CHILDREN AS SUBJECTS. THE 20 MOTHERS RECRUITED WERE ADC RECIPIENTS OR MET THE OEO POVERTY DEFINITION. MOTHERS AGREED TO ATTEND A 2 HOUR WEEKLY CLASS TO LEARN TEACHING TECHNIQUES TO BE APPLIED AT HOME. MEETINGS WERE DIVIDED BETWEEN CHILD-CENTERED ACTIVITIES (PRESENTATION OF EDUCATIONAL TOYS AND MATERIALS) AND MOTHER-CENTERED ACTIVITIES (DISCUSSIONS ON CHILD MANAGEMENT AND BIRTH CONTROL). THE SECOND YEAR PROGRAM SUGGESTED MOTHERS USE POSITIVE REINFORCEMENT, SHOW INCREASED INTEREST IN LEARNING, AND GIVE CHILDREN EXPERIENCE IN PROBLEM SOLVING. STUDY RESULTS SHOWED THAT THE INFANTS MADE INTELLECTUAL GAINS ON THE STANFORD-BINET AND ITPA. MOTHERS SHOWED MUCH INTEREST IN THE 2 YEAR PROGRAM, ATTENDED REGULARLY, AND BECAME INVOLVED IN PARAPROFESSIONAL TEACHING AND HEAD START. TEACHER OBSERVATIONS DURING HOME VISITS INDICATED THAT MOTHERS' ATTITUDES CHANGED POSITIVELY IN RESPECT TO TEACHING THEIR INFANTS. THE STUDY CONCLUDED THAT PARENTS MUST BE INCLUDED IN PROGRAMS FOR THE DISADVANTAGED AND THAT THE TIME VARIABLE IS CRUCIAL TO ATTITUDE CHANGE SINCE IT WAS THE SECOND YEAR BEFORE MOTHERS DEVELOPED THE SELF-CONFIDENCE TO USE AT HOME WHAT THEY HAD LEARNED IN CLASS. (DR)

ORD 2104 ED 028 819
ORMAN, SHIJE; RADIN, NORMA
TEACHING MOTHERS TO TEACH: A HOME COUNSELING PROGRAM FOR LOW-INCOME PARENTS.

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF SOCIAL WORK.
WASHINGTON STATE UNIV., PULLMAN. AGRICULTURAL EDUCATION.
YPSILANTI PUBLIC SCHOOLS, MICH.
EDRS PRICE MF-$0.25 HC-$0.95
PUB DATE - NOV 68 17P.

DESCRIPTORS - COGNITIVE DEVELOPMENT; *CONCEPT TEACHING; *CULTURALLY DISADVANTAGED; *HOME PROGRAMS; HOME VISITS; *KINDERGARTEN CHILDREN; PARENT COUNSELING; *PARENT EDUCATION; PROGRAM EVALUATION; TEACHING SKILLS
IDENTIFIERS - COGNITIVE HOME ENVIRONMENT SCALE; METROPOLITAN READING READINESS TEST

ABSTRACT - TWENTY-FOUR CHILDREN ATTENDED A SPECIAL HALF-DAY CLASS WHEN NOT ATTENDING REGULAR KINDERGARTEN, AND 12 OF THEIR MOTHERS PARTICIPATED IN A HOME COUNSELING PROGRAM. CHILDREN WHOSE MOTHERS WERE COUNSELED ACHIEVED SIGNIFICANTLY HIGHER ON THE METROPOLITAN READING TEST, AND THEIR MOTHERS SHOWED A SIGNIFICANTLY GREATER GAIN ON THE COGNITIVE HOME ENVIRONMENT SCALE. IN BIWEEKLY HOME VISITS, PARENTS WERE SHOWN HOW TO TEACH SPECIFIC COGNITIVE CONCEPTS TO SUPPORT SCHOOL CURRICULUM, TO EVALUATE CHILDREN'S PROGRESS, AND TO MOTIVATE THE CHILDREN TO BECOME INVOLVED IN THE HOME EDUCATION PROGRAM. APPROACHES AND TECHNIQUES EMPLOYED TO ABET PARENTS' TEACHING SKILLS ARE DELINEATED IN THE REPORT, AND AN EVALUATION OF THE PROGRAM WITH RECOMMENDATIONS FOR MODIFICATIONS ARE INCLUDED. (DO)

ORD 2105
STROM, ROBERT
TEACHING IN THE SLUM SCHOOL.

PUB DATE - 65 CHARLES MERRILL BOOKS, INC., COLUMBUS, OHIO

DESCRIPTORS - *DISADVANTAGED YOUTH; *URBAN EDUCATION; *SCHOOL COMMUNITY COOPERATION; *SCHOOL COMMUNITY RELATIONSHIP; *SLUM SCHOOLS; PARENT SCHOOL RELATIONSHIP; TEACHER RESPONSIBILITY; ROLE PERCEPTION

ABSTRACT - STROM TAKES A STRONG POSITION FOR POSITIVE TEACHER-PARENT RELATIONS. THE SCHOOL GOAL OF ESTABLISHING CONJUNCTIVE EDUCATIONAL EFFORTS WITH THE HOME IS RECEIVING WIDE SUPPORT AND HIGH PRIORITY FOR SLUM NEIGHBORHOODS. THE PROBLEM BETWEEN HOME AND SCHOOL CENTERED AROUND ROLE MISINTERPRETATION AND COMMUNICATION, WITH BOTH THE HOME AND SCHOOL JEALOUSLY GUARDING CERTAIN FUNCTIONS WHILE ASSUMING DIFFERENT TASKS TO BE WITHIN THE OTHER'S PROVINCE. THE RESPONSIBILITY FOR SOLVING THIS PROBLEM LIES WITH SCHOOL PERSONNEL. RESPONSIBILITIES INCUMBENT UPON TEACHERS EXTEND BEYOND DEVELOPING THE MIND AND TALENT OF THEIR STUDENTS AND INCLUDE OFFERING GUIDANCE TO THE HOME IN ORDER THAT PARENTS MAY REINFORCE AND SUPPORT EDUCATIONAL PROGRAMS. (DP)

ORD 2107
BROWNELL, SAMUEL
TEACHING THE CHILD FROM THE DISADVANTAGED NEIGHBORHOOD.

JOURNAL OF TEACHER EDUCATION; V16 P181 JUNE 1965
PUB DATE - 65

DESCRIPTORS - *DISADVANTAGED YOUTH; *PARENT TEACHER COOPERATION; *PARENT SCHOOL RELATIONSHIP; *PARENT ATTITUDES; DISADVANTAGED ENVIRONMENT

ABSTRACT - THERE IS A STRONG DESIRE ON THE PART OF MOST PARENTS IN DISADVANTAGED AREAS OF THE CITY FOR THEIR CHILDREN TO HAVE THE ADVANTAGES OF GOOD SCHOOLING AND TO SUCCEED IN THEIR SCHOOL WORK. AN EFFORT BY THE TEACHER TO GET ACQUAINTED WITH PARENTS IS APPRECIATED. THE TEACHER OFTEN HAS A REAL PROBLEM IN BRIDGING THE GAP BETWEEN HIS DESIRE TO HELP THE CHILD AND OVERCOMING A FEELING BY THE PARENTS THAT SCHOOL INTEREST IS A CRITICISM OF WHAT HE IS OR ISN'T DOING WITH AND FOR THE CHILD. (DP)

ORDI 2111 ED 024 739
WEBER, WILLIAM H., III
THE CENTRE PROGRAM FOR PROJECT OPPORTUNITY.

CENTRE COLL. OF KENTUCKY, DANVILLE.
EDRS PRICE MF-$0.75 HC-$9.05
PUB DATE - 67 179P.

DESCRIPTORS - ADMINISTRATIVE PERSONNEL; COLLEGE PREPARATION; COLLEGE STUDENTS; CURRICULUM DEVELOPMENT; *DEMONSTRATION PROGRAMS; *DISADVANTAGED YOUTH; *EDUCATIONAL PROGRAMS; *ENRICHMENT PROGRAMS; *HIGH SCHOOL STUDENTS; LITERATURE; MATHEMATICS CURRICULUM; PROGRAM EVALUATION; RECREATIONAL PROGRAMS; SCIENCE CURRICULUM; SOCIAL STUDIES; SOUTHERN STATES; SUMMER PROGRAMS; TEACHERS
IDENTIFIERS - BEREA COLLEGE; BREATHITT COUNTY; CENTRE COLLEGE; DANVILLE UNIVERSITY; FORD FOUNDATION; KENTUCKY; LEE COUNTY; NEW JERSEY; PRINCETON HIGH SCHOOL; PROJECT OPPORTUNITY; SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS; TRANSYLVANIA COLLEGE

ABSTRACT - REPORTED IS A RESEARCH AND DEVELOPMENT PROGRAM, PROJECT OPPORTUNITY, WHICH INVOLVED 11 HIGH SCHOOLS IN EIGHT SOUTHERN STATES. SPONSORS AND PARTICIPANTS WERE THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS, THE FORD FOUNDATION, BEREA, CENTRE, AND TRANSYLVANIA COLLEGES, THE SCHOOLS SYSTEMS OF BREATHITT AND LEE COUNTIES AND THE PRINCETON, N.J., HIGH SCHOOL. THIS SUMMER PROGRAM FOR POOR AND CULTURALLY DISADVANTAGED STUDENTS SOUGHT TO IDENTIFY THOSE WITH COLLEGE POTENTIAL AND TO OFFER THEM ENRICHMENT DURING THE PERIOD FROM SEVENTH THROUGH TWELFTH GRADES. THE PROJECT INCLUDED FIVE FACETS: (1) THE ENRICHMENT EFFORTS WITH THE HIGH SCHOOL STUDENTS; (2) EXPOSURE OF THE HIGH SCHOOL TEACHERS TO A "DIRECTED PARTICIPATION APPROACH" TO TEACHING; (3) DEVELOPMENT OF NEW TENTH GRADE COURSES IN MATHEMATICS, SCIENCE, LITERATURE, AND SOCIAL STUDIES; (4) THE USE OF COLLEGE UNDERGRADUATES AS INSTRUCTORS; AND (5) A

PROGRAM FOR ADMINISTRATORS. THE DOCUMENT CONTAINS CHAPTERS ON THE ACADEMIC AND RECREATIONAL PROGRAMS, AND ON A SEPARATE DANVILLE UNIVERSITY PROGRAM. (NH)

ORD 2112U ED 027 367
COLLEGE BOUND PROGRAM, NEW YORK CITY. SECONDARY PROGRAM IN COMPENSATORY EDUCATION 4.

AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES, PALO ALTO, CALIF.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
OE-37032
SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C., 20402 ($0.20)
PUB DATE - 69 13P.

DESCRIPTORS - ACADEMIC ACHIEVEMENT; *COLLEGE HIGH SCHOOL COOPERATION; *COLLEGE PREPARATION; CULTURAL ENRICHMENT; *DISADVANTAGED YOUTH; *HIGH SCHOOL STUDENTS; PROGRAM COSTS; PROGRAM EVALUATION; REMEDIAL INSTRUCTION; SCHOOL PERSONNEL; SMALL CLASSES; SUMMER SCHOOLS; TEST RESULTS; *UNDERACHIEVERS
IDENTIFIERS - *COLLEGE BOUND PROGRAM; NEW YORK CITY; STANFORD ACHIEVEMENT TEST

ABSTRACT - FROM 2,000 TO 3,000 NINTH- AND TENTH-GRADE STUDENTS IN NEW YORK CITY, MOSTLY BLACK AND PUERTO RICAN, WERE SELECTED FOR AN INTENSIVE EDUCATIONAL PROGRAM (SMALL CLASSES, DOUBLE SESSIONS OF ENGLISH, GROUP AND INDIVIDUAL COUNSELING, AND CULTURAL ENRICHMENT) WITH THE HOPE THAT THEY WOULD REMAIN IN THE PROGRAM THROUGHOUT HIGH SCHOOL AND THEN PURSUE HIGHER EDUCATION. LOCAL COLLEGES AND UNIVERSITIES HAD AGREED TO ADMIT SUCCESSFUL PROGRAM GRADUATES AND PROVIDE THEM WITH FINANCIAL AID. THE STUDENTS, SELECTED FOR THEIR GOOD ATTENDANCE AND CONDUCT, WERE UNLIKELY TO ENTER A COLLEGE PREPARATORY PROGRAM IN HIGH SCHOOL. ABOUT ONE-HALF WERE BETWEEN GRADE LEVEL AND TWO YEARS RETARDED IN READING AND ARITHMETIC. OVER THE 1967 6-WEEK SUMMER SESSION WHICH PRECEDED THE PROGRAM DURING THE SCHOOL YEAR STUDENTS SHOWED AN AVERAGE GAIN OF 3 MONTHS TO A YEAR IN FOUR TESTS OF READING AND ARITHMETIC. THE EVALUATION OF THIS SESSION IS THE ONLY ONE REPORTED. A DESCRIPTION OF THE PROGRAM CONTAINS INFORMATION ON STAFF, METHODOLOGY, AND COSTS. (EF)

ORD 2113 ED 016 728
HILLSON, HENRY T.
REPORT ON THE SUMMER SESSION OF THE COLLEGE BOUND PROGRAM, JULY-AUGUST, 1967.

NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.
EDRS PRICE MF-$0.25 HC-$0.80
PUB DATE - 67 18P.

DESCRIPTORS - *COLLEGE PREPARATION; COUNSELING SERVICES; *DISADVANTAGED YOUTH; ENGLISH CURRICULUM; FAMILY INVOLVEMENT; *HIGH SCHOOL STUDENTS; INSTRUCTIONAL STAFF; MATHEMATICS CURRICULUM; PROGRAM EVALUATION; STUDENT ATTITUDES; *SUMMER PROGRAMS; TEACHER AIDES; TEST RESULTS; *UNDERACHIEVERS
IDENTIFIERS - COLLEGE BOUND PROGRAM; NEW YORK CITY

ABSTRACT - THE COLLEGE BOUND PROGRAM WAS DESIGNED TO DEVELOP THE COLLEGE POTENTIAL OF DISADVANTAGED NINTH- AND 10TH-GRADE HIGH SCHOOL STUDENTS. BEFORE ENTERING THE PROGRAM, 1800 "ACADEMIC RISK" STUDENTS PARTICIPATED IN A SUMMER SESSION TO EASE THEIR TRANSITION FROM JUNIOR TO SENIOR HIGH SCHOOL. MOST OF THEM WERE ENTERING HIGH SCHOOL WITH READING SCORES AS MUCH AS TWO AND A HALF YEARS BELOW GRADE LEVEL. DURING THE SUMMER THEY WERE GIVEN A 3-HOUR DAILY SESSION OF INTENSIVE INSTRUCTION IN ENGLISH AND MATHEMATICS IN SMALL CLASSES AND WITH INDIVIDUAL HELP FROM COLLEGE STUDENT AIDES. COUNSELING SERVICES FOR STUDENTS AND THE USE OF FAMILY ASSISTANTS WERE ALSO FEATURES OF THE PROGRAM. THE RESULTS OF TESTS ADMINISTERED BEFORE AND AFTER THE SUMMER SESSION SHOWED THAT THE STUDENTS MADE A MEDIAN READING GAIN OF FOUR MONTHS AND AN AVERAGE ARITHMETIC COMPUTATION GAIN OF ALMOST TWO YEARS. HOWEVER IT IS FELT THAT THE ACHIEVEMENTS OF THE PROGRAM SHOULD BE JUDGED ONLY AFTER THREE OR FOUR YEARS OF STUDENT EXPOSURE DURING THE REGULAR ACADEMIC YEAR. THE REPORT DISCUSSES THE ATTITUDES OF THE STUDENTS AND THE ROLES OF THE TEACHERS, AIDES, AND SUPERVISORS IN THE PROGRAM, AND PROVIDES DESCRIPTIONS OF THE MATHEMATICS AND ENGLISH SYLLABUSES, THE LIBRARY PROGRAM, THE GUIDANCE SERVICES, AND THE FUNCTIONS OF THE FAMILY ASSISTANTS. (NH)

ORD 2114 ED 016 705
WORKING, RUSSELL A. ; YOUNG, EILEEN
TITLE I IN OHIO, FIRST ANNUAL EVALUATION OF TITLE I--FISCAL YEAR 1966.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS.
EDRS PRICE MF-$0.50 HC-$4.64
PUB DATE - MAY67 114P.

DESCRIPTORS - ANNUAL REPORTS; BEHAVIOR CHANGE; CASE STUDIES (EDUCATION); *COMPENSATORY EDUCATION PROGRAMS; COOPERATIVE PROGRAMS; *DISADVANTAGED YOUTH; *FEDERAL PROGRAMS; INSTRUCTIONAL MEDIA; MEASUREMENT INSTRUMENTS; PROGRAM ADMINISTRATION; PROGRAM COSTS; PROGRAM EFFECTIVENESS; STAFF IMPROVEMENT; STATISTICAL DATA; STUDENT CHARACTERISTICS; TABLES (DATA)
IDENTIFIERS - ESEA TITLE I; OHIO

ABSTRACT - THE NATURE AND IMPACT OF OHIO'S TITLE I COMPENSATORY EDUCATION PROJECTS ARE EVALUATED IN THIS REPORT. PROJECT PARTICIPANTS WERE CHARACTERIZED BY LOW ACADEMIC ACHIEVEMENT, WITHDRAWAL AND FEELINGS OF REJECTION, ABSENTEEISM, AND IRRESPONSIBILITY. ONLY 50 PERCENT OF THEM HAD PLANS FOR CONTINUING THEIR EDUCATION WHILE 70 PERCENT OF NONTITLE I PUPILS HAD MADE SUCH PLANS. LANGUAGE ARTS AND READING PROGRAMS AND MOTIVATION IMPROVEMENT ACTIVITIES COMMON TO MANY PROJECTS, WERE CONDUCTED BY MEANS OF INDIVIDUALIZED INSTRUCTION, SPECIAL GROUPING, AND LOWERED PUPIL-TEACHER RATIO. THE INSTRUCTIONAL MEDIA RANKED AS MOST EFFECTIVE WERE LABORATORIES, KITS, AND SPECIAL SETS, WHILE TRADITIONAL TEXTBOOKS AND WORKBOOKS WERE THE LEAST EFFECTIVE. ALTHOUGH MANY

PROJECTS REPORTED PERSONNEL SHORTAGES, USE OF TEACHER AIDES AND OF CURRENT STAFF ON AN EXTENDED TIME BASIS SOMEWHAT OFFSET THIS PROBLEM. INSERVICE STAFF TRAINING AND COOPERATIVE ACTIVITIES (E.G., WITH COMMUNITY ACTION AGENCIES) WERE INTEGRAL TO NUMEROUS PROJECTS. PROJECTS WERE FORMALLY EVALUATED BY STANDARDIZED TESTS, OBSERVER REPORTS, AND TEACHER RATING SCALES. IN GENERAL REACTIONS TO THE PROJECT WERE "POSITIVE BUT MIXED." AVERAGE EXPENDITURE PER PUPIL WAS ABOUT $150. APPENDIXES INCLUDE AN ANALYSIS OF INSTRUCTIONAL MEDIA UTILIZATION AND OTHER RELEVANT DATA. MUCH OF THE DATA IN THE REPORT DEAL WITH THE FREQUENCY OF SERVICES OR THE NUMBER OF STUDENTS OR SCHOOL DISTRICTS PARTICIPATING IN A PARTICULAR ACTIVITY. (LB)

ORD 2115U ED 013 856
NEARINE, ROBERT J.
WHERE THE ACTION IS--AN EVALUATION, PROJECT 64-1.

HARTFORD CITY BOARD OF EDUCATION, CONN.
EDRS PRICE MF-$0.75 HC-$6.48
PUB DATE - 67 162P.

DESCRIPTORS - COUNSELORS; CULTURAL ENRICHMENT; CURRICULUM DEVELOPMENT; *DISADVANTAGED YOUTH; ELEMENTARY SCHOOLS; HEALTH SERVICES; HIGH SCHOOLS; LANGUAGE INSTRUCTION; *PROGRAM EVALUATION; READING INSTRUCTION; SCHOOL PSYCHOLOGISTS; *SCHOOL SERVICES; SOCIAL WORKERS; SPECIALISTS; *SPECIAL PROGRAMS; SPEECH THERAPY; TABLES (DATA)
IDENTIFIERS - HIGHER HORIZONS

ABSTRACT - PROJECT 64-1, AN ENRICHMENT PROJECT IN THE HARTFORD, CONN., SCHOOLS WHICH IS EVALUATED HERE, IS A MODIFIED HIGHER HORIZONS PROGRAM WHICH PROVIDES INCREASED SPECIAL SERVICES AND CULTURAL ACTIVITIES TO DISADVANTAGED YOUTH IN 14 ELEMENTARY AND TWO HIGH SCHOOLS. THE ULTIMATE GOALS OF THE PROJECT ARE TO HELP THESE YOUTH DEVELOP A SELF-IMAGE WHICH WILL MAKE THEM REACH FOR HIGHER EDUCATIONAL AND VOCATIONAL GOALS, AND TO ACADEMICALLY AND CULTURALLY EQUIP THEM FOR THE COMPETITION FOR EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES. THE IMMEDIATE GOALS OF THE PROJECT ARE TO MOTIVATE THE STUDENTS TO TAKE ADVANTAGE OF THE SCHOOL'S EDUCATIONAL OFFERINGS, ASSIST THEM WITH THEIR SCHOOL ADJUSTMENT BY COMPENSATING FOR THEIR INADEQUATE HOME ENVIRONMENT, AND PROVIDE THE SCHOOLS WITH SPECIFIC INFORMATION ABOUT THE STUDENTS' ABILITIES AND POTENTIAL SO THAT TEACHERS CAN PLAN INDIVIDUALIZED INSTRUCTION. IN ADDITION TO CURRICULUM DEVELOPMENT AND READING IMPROVEMENT INSTRUCTION, THE PROGRAM OFFERS HEALTH SERVICES AND CULTURAL ENRICHMENT ACTIVITIES, AND PROVIDES THE SERVICES OF SPEECH AND HEARING THERAPISTS, PSYCHOLOGICAL EXAMINERS, GUIDANCE COUNSELORS, AND SCHOOL SOCIAL WORKERS. EACH OF THESE COMPONENTS OF THE PROJECT ARE BRIEFLY EVALUATED IN THIS REPORT. IT IS NOTED THAT ALTHOUGH EVALUATION IS AN ONGOING PROCESS, AND THEREFORE ALWAYS INCOMPLETE, THE PRESENT INDICATIONS ARE THAT THE RESULTS OF THE PROJECT ARE FAVORABLE. (JL)

ORD 2116 ED 001 045
THE COMMITTEE FOR THE JUNIOR HIGH SCHOOL
REPORT ON PROPOSALS FOR THE EXPENDITURE OF $50,000.00 AMONG EIGHT JUNIOR HIGH SCHOOLS FOR RAISING PUPIL ACHIEVEMENT, PHILADELPHIA, PENNSYLVANIA (TITLE SUPPLIED).

EDRS PRICE MF-$0.09 HC-$0.68
PUB DATE - 16APR64 15P.

DESCRIPTORS - *ACHIEVEMENT; COMPENSATORY EDUCATION; *CULTURALLY DISADVANTAGED; EDUCATIONAL OPPORTUNITIES; INSERVICE TEACHER EDUCATION; MOTIVATION; *READING SKILLS; REMEDIAL READING; *SCHOOL COMMUNITY RELATIONSHIP; TEACHER EDUCATION; URBAN EDUCATION
IDENTIFIERS - GREAT CITIES PROGRAM; LANGUAGE ABILITIES; PENNSYLVANIA; PHILADELPHIA; *SELF-CONCEPTS

ABSTRACT - AFTER SEVERAL MONTHS OF INTENSIVE RESEARCH AND DISCUSSION, THE FOLLOWING THREE PROPOSALS TO RAISE PUPIL ACHIEVEMENT WERE CONSIDERED MOST VALID--(1) THE IMPROVEMENT OF READING, (2) THE PROVISION OF A PROJECT MOTIVATION PROGRAM, (3) THE ENHANCEMENT OF THE SELF-IMAGE. THE SCHOOLS INVOLVED WOULD BE PERMITTED TO SELECT ONE OF THE PROPOSALS, OR PARTS THEREOF, WITHIN THE LIMIT OF THE APPROPRIATION SET FOR EACH SCHOOL. EVERY EFFORT SHOULD BE MADE TO SELECT MATERIALS WHICH CONTRIBUTE TO INTERGROUP EDUCATION. THE MATERIALS SELECTED WOULD BE SUBJECT TO THE APPROVAL OF THE SCHOOL-COMMUNITY RELATIONS OFFICE. COURSE LEADERS AND SUPERVISORS WOULD BE SELECTED BY THE APPROPRIATE CENTRAL OFFICE SINCE THE SUCCESS OF THE PROGRAM WAS CONSIDERED DEPENDENT TO A LARGE EXTENT UPON THE PROFESSIONAL COMPETENCY OF THE LEADERS. PROPOSALS TO IMPLEMENT THE READING PROGRAM WERE--INSERVICE COURSES FOR READING TEACHERS AS WELL AS TEACHERS IN MAJOR SUBJECT AREAS, THE AVAILABILITY OF A REMEDIAL READING TEACHER FOR TUTORIAL PURPOSES AFTER SCHOOL, EXTENSION OF LIBRARY PROGRAM, ASSIGNMENT OF AN ADDITIONAL TEACHER TO EACH SCHOOL TO PROVIDE THE FACULTY WITH ASSISTANCE IN WORKING WITH PUPILS ON AN INDIVIDUAL BASIS, AND THE ESTABLISHMENT OF A LANGUAGE ARTS CENTER. FOR THE MOTIVATION PROGRAM PROPOSALS INCLUDED THE INTRODUCTION OF AN AFTER-SCHOOL PROGRAM, DESIGNED TO PROVIDE OPPORTUNITIES TO COMPLETE HOMEWORK ASSIGNMENTS OR SPECIAL ACADEMIC PROJECTS UNDER THE SUPERVISION OF COMPETENT TEACHERS FOR CHILDREN WHO LACK ADEQUATE HOME FACILITIES. IN ORDER TO ENHANCE THE SELF-IMAGE, PROPOSALS WERE MADE FOR INSERVICE TRAINING OF TEACHERS AND COUNSELORS, FOR THE EMPLOYMENT OF A SCHOOL-HOME COORDINATOR FOR THE PURPOSE OF DEVELOPING CLOSER RELATIONSHIPS BETWEEN SCHOOL AND HOME, COMMUNITY AND LOCAL AGENCIES, AND BUS TRIPS FOR CHILDREN, UNDER TEACHER GUIDANCE, TO HELP BROADEN EXPERIENCES PARTICULARLY WITH REFERENCE TO ECONOMIC OPPORTUNITIES.

ORD 2117 ED 014 520
ROBY, WALLACE
ANNUAL EVALUATION REPORT OF CONNECTICUT P.A. 523 PROJECTS FOR FISCAL YEAR 1966.

CONNECTICUT STATE DEPT. OF EDUCATION,

HARTFORD.
EDRS PRICE MF-$0.25 HC-$2.16
PUB DATE - FEB67 52P.

DESCRIPTORS - ANCILLARY SERVICES; BASIC SKILLS; CHANGING ATTITUDES; *DISADVANTAGED YOUTH; *EDUCATIONAL PROGRAMS; ENRICHMENT PROGRAMS; LANGUAGE SKILLS; PRESCHOOL PROGRAMS; PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION; READING IMPROVEMENT; SCHOOL DISTRICTS; SCHOOL SERVICES; STANDARDIZED TESTS; STATE AID; STATE LEGISLATION; *STATE PROGRAMS; STATISTICAL DATA
IDENTIFIERS - CONNECTICUT PUBLIC ACT 523

ABSTRACT - THIS REPORT SUMMARIZES EVALUATION OF PROGRAMS FOR DISADVANTAGED CHILDREN AND YOUTH FUNDED UNDER CONNECTICUT PUBLIC ACT 523 IN SCHOOL DISTRICTS IN TOWNS NOT SERVED BY TITLE I OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT. IN GENERAL, THE PROGRAMS ATTEMPTED TO IMPROVE THE STUDENTS' READING, LANGUAGE ARTS, AND BASIC SKILLS AND TO CHANGE THEIR ATTITUDES TOWARD SCHOOL. TO REALIZE THESE AND OTHER GOALS, THE PROGRAMS PROVIDED REMEDIAL EDUCATION, ANCILLARY SERVICES, DIAGNOSTIC SERVICES, PRESCHOOLS AND KINDERGARTENS, CULTURAL ENRICHMENT, AND SMALLER CLASS SIZES. OTHER FEATURES OF THE PROGRAMS WERE HEALTH AND LIBRARY SERVICES AND THE PURCHASE AND IMPROVEMENT OF EQUIPMENT. THE SUCCESS OF THE PROGRAMS IS MEASURED IN THE REPORT BY SUCH FACTORS AS THE PARTICIPATING STUDENTS' PERFORMANCE ON STANDARDIZED TESTS AND THEIR PROMOTION AND DROPOUT RATES. IT IS FELT THAT DISADVANTAGED CHILDREN HAVE IMPROVED THEIR EDUCATIONAL ACHIEVEMENT AND THAT 96 PERCENT OF THE PROGRAMS HAVE MADE "SUBSTANTIAL" OR "SOME" PROGRESS IN ENHANCING EDUCATIONAL OPPORTUNITIES FOR THEM, WITH GREATEST GAINS MADE AT THE PRESCHOOL AND ELEMENTARY LEVELS. DATA RELATING TO THE "MOST AND LEAST SUCCESSFUL" ASPECTS OF THE PROGRAMS AS PERCEIVED BY SCHOOL PERSONNEL IS LISTED, AND A SAMPLE OF THE EVALUATION FORM SENT TO LOCAL SCHOOL DISTRICTS IS APPENDED. (NH)

ORD 2118U ED 033 186
LEARNING LABORATORY TO TEACH BASIC SKILLS IN A CULTURALLY DEPRIVED AREA. FINAL REPORT.

BOOKER T. WASHINGTON JUNIOR-SENIOR HIGH SCHOOL, MIAMI, FLA.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$0.25 HC-$1.75
OEC-5-85-073 08
BR-5-0050
PUB DATE - JUL 68 33P.

DESCRIPTORS - ACADEMIC ACHIEVEMENT; *BASIC SKILLS; *DISADVANTAGED YOUTH; FOLLOWUP STUDIES; GUIDANCE PROGRAMS; *HIGH SCHOOL STUDENTS; LANGUAGE ARTS; *LEARNING LABORATORIES; MATHEMATICS INSTRUCTION; *NEGRO STUDENTS; PROGRAMED TUTORING; REMEDIAL INSTRUCTION; TEST RESULTS; URBAN RENEWAL
IDENTIFIERS - METROPOLITAN ACHIEVEMENT TEST; MIAMI

ABSTRACT - DESIGNED AS A 3-YEAR PILOT PROJECT, THE BOOKER T. WASHINGTON HIGH SCHOOL LEARNING LABORATORY EMPHASIZED THE PREPARATION OF ITS DISADVANTAGED NEGRO STUDENTS FOR BETTER JOB OPPORTUNITIES. THREE CONSECUTIVE EXPERIMENTAL GROUPS WERE TO RECEIVE SPECIAL TRAINING IN LANGUAGE ARTS AND MATHEMATICS, AS WELL AS SPECIAL GUIDANCE. THREE CORRESPONDING CONTROL GROUPS WERE TO BE SELECTED. THE PROGRAM ENDED AFTER ITS SECOND YEAR BECAUSE MASSIVE URBAN RENEWAL AND HIGHWAY CONSTRUCTION CAUSED THE PHASING OUT OF THE HIGH SCHOOL. RIGOROUS EVALUATION OF THE PROGRAM IN TERMS OF EMPLOYMENT FOLLOWING HIGH SCHOOL AND ACADEMIC ACHIEVEMENT WAS THUS IMPOSSIBLE. HOWEVER, TENTATIVE EXPERIMENTAL-CONTROL COMPARISONS ON POST-HIGH SCHOOL EMPLOYMENT, AND ON ACADEMIC ACHIEVEMENT USING THE METROPOLITAN ACHIEVEMENT TEST, REVEAL THAT THE EXPERIMENTAL GROUPS WERE ALWAYS EQUAL, AND SOMETIMES SUPERIOR, TO THE CONTROL GROUPS. A HIGHLY FAVORABLE RESULT FOLLOWING THE SECOND YEAR WAS THAT A LARGE NUMBER OF STUDENTS IN THE INITIAL EXPERIMENTAL GROUPS STAYED IN SCHOOL IN SPITE OF URBAN RENEWAL PROBLEMS. SEE ED 019 704 FOR "GUIDANCE UNITS" USED IN THE PROJECT. URBAN RENEWAL MAPS, PAGES 61 AND 62, ARE NOT INCLUDED WITH THE DOCUMENT BECAUSE OF THEIR MARGINAL REPRODUCIBILITY. (EM)

ORD 2119U ED 017 578
PUCKOWITZ, SEYMOUR; TRACHTENBERG, BERTRAM
THE NEWARK PLAN, A PROGRAM OF EXPANDED OPPORTUNITIES AT WEST KINNEY JUNIOR HIGH SCHOOL. THIRD SUMMARY REPORT, 1964-1967.

NEWARK BOARD OF EDUCATION, N.J.
EDRS PRICE MF-$0.75 HC-$5.48
PUB DATE - 67 135P.

DESCRIPTORS - BIBLIOGRAPHIES; COCURRICULAR ACTIVITIES; *COMPENSATORY EDUCATION PROGRAMS; *CURRICULUM ENRICHMENT; *DISADVANTAGED YOUTH; ENRICHMENT ACTIVITIES; INNER CITY; INSTRUCTIONAL MATERIALS; JUNIOR HIGH SCHOOLS; JUNIOR HIGH SCHOOL STUDENTS; *PROGRAM EVALUATION; SCHOOL COMMUNITY RELATIONSHIP; *SECONDARY SCHOOL STUDENTS; STATISTICAL DATA
IDENTIFIERS - LORGE THORNDIKE NON VERBAL IQ; METROPOLITAN READING AND ARITH ACHIEV; NEWARK; NEWARK PLAN; NEW JERSEY; OTIS BETA EM

ABSTRACT - THIS REPORT (1) EVALUATES THE CLASS ENTERING IN SEPTEMBER 1964, AND ITS ACHIEVEMENT THROUGH THE SPRING OF 1967, AND (2) PRESENTS A CONDENSED SUBJECTIVE EVALUATION OF THE NEWARK PLAN, A SPECIAL COMPENSATORY EDUCATION PROGRAM FOR INNER CITY DISADVANTAGED STUDENTS. (THE PLAN HAS BEEN USED AS THE BASIS FOR TITLE I PROGRAMS IN OTHER NEWARK SCHOOLS). THE REPORT FOCUSES ON ENRICHMENT IN CURRICULAR AND EXTRACURRICULAR AREAS (E.G., LANGUAGE ARTS, SOCIAL STUDIES, SCIENCE, MATHEMATICS, GUIDANCE, CULTURAL PROGRAM, CLUB PROGRAM), SCHOOL-COMMUNITY RELATIONS, A COMPREHENSIVE STATISTICAL SUMMARY, INCLUDING TEST DATA, AND A FOLLOWUP OF NEWARK PLAN STUDENTS IN SENIOR HIGH SCHOOL. AN APPENDIX LISTS ENRICHMENT MATERIALS USED IN THE PROGRAM. (AF)

ORDI 2120 ED 017 568
RICHARDSON, JOY B.
EVALUATION OF ROOSEVELT SUMMER DEMONSTRATION PROGRAM, 1967.

OAKLAND PUBLIC SCHOOLS, CALIF.
EDRS PRICE MF-$0.25 HC-$2.16
PUB DATE - 08SEP67 52P.

DESCRIPTORS - ACHIEVEMENT TESTS; CHANGING ATTITUDES; CULTURAL EDUCATION; *DEMONSTRATION PROGRAMS; *DISADVANTAGED YOUTH; DISCOVERY LEARNING; ENRICHMENT EXPERIENCE; HUMAN RELATIONS UNITS; INSERVICE COURSES; *JUNIOR HIGH SCHOOLS; LANGUAGE DEVELOPMENT; MATHEMATICS INSTRUCTION; *PROGRAM EVALUATION; QUESTIONNAIRES; SCHOOL PERSONNEL; SELF CONCEPT; SPANISH; SPANISH SPEAKING; *SUMMER PROGRAMS; TEACHER AIDES; TEACHER EVALUATION; TEACHERS

ABSTRACT - THE FIRST PART OF THIS REPORT OF A SENATE BILL 28 DEMONSTRATION PROJECT DESCRIBES THE SUMMER JUNIOR HIGH SCHOOL PROGRAM IN WHICH STUDENTS WERE OFFERED (1) LANGUAGE INSTRUCTION TO IMPROVE THEIR READING ACHIEVEMENT, (2) AN INNOVATIVE MATHEMATICS COURSE CONDUCTED BY THE "DISCOVERY METHOD," AND (3) SPANISH-ENGLISH LANGUAGE CLASSES TO ENABLE PUPILS OF SPANISH BACKGROUND TO BECOME MORE PROFICIENT IN SPANISH AND MORE APPRECIATIVE OF THEIR CULTURE. ENRICHMENT EXPERIENCES, TRIPS, AND A WEEK AT CAMP FOR 125 SELECTED STUDENTS WERE ALSO FEATURES OF THE PROGRAM. ONE OF THE PROGRAM'S GOALS WAS TO IMPROVE THE STUDENTS' SELF-IMAGE. THE PERSONNEL INCLUDED REGULAR TEACHERS, NINE STUDENT TEACHERS, NEIGHBORHOOD YOUTH CORPS STUDENTS, TEACHER AIDES, MATHEMATICS CONSULTANTS, AND TUTORIAL AIDES (NINTH AND TENTH GRADERS WHO HAD ACHIEVED WELL IN THE NEW MATHEMATICS METHOD THE PRECEDING SEMESTER). STANDARDIZED TEST RESULTS WERE OF LIMITED RELIABILITY IN EVALUATING THE PROGRAM. HOWEVER TEACHER RATINGS AND REPORTS INDICATED IMPROVEMENTS IN SKILLS, ATTITUDES, AND INTERGROUPS RELATIONS. THE SECOND PART OF THIS REPORT DESCRIBES AN INSERVICE COURSE AND WORKSHOP ON EDUCATION AND HUMAN RELATIONS OFFERED TO 39 TEACHERS IN THE OAKLAND SCHOOLS. MOST OF THEM FELT THAT THE COURSE WAS BENEFICIAL AND HAD CHANGED THEIR OWN AND OTHERS' ATTITUDES. A LONG APPENDIX CONTAINS VARIOUS RATINGS, INVENTORIES, AND EVALUATIONS OF VARIOUS ASPECTS OF THE PROGRAM. (NH)

ORD 2161 ED 048 474
STEED, ALLEN TERRY
VOCATIONAL EDUCATION PROGRAMS FOR SPECIAL NEEDS STUDENTS IN SECONDARY SCHOOLS OF MISSISSIPPI.

MISSISSIPPI RESEARCH COORDINATING UNIT FOR VOCATIONAL-TECHNICAL EDUCATION, STATE COLLEGE.
EDRS PRICE MF-$0.65 HC-$3.29
ES-10-R-37
PUB DATE - SEP 70 56P.

DESCRIPTORS - ADMINISTRATOR ATTITUDES; *DISADVANTAGED YOUTH; EDUCATIONAL IMPROVEMENT; PROGRAM ATTITUDES; *PROGRAM DESCRIPTIONS; SECONDARY SCHOOLS; *STATE PROGRAMS; TEACHER ATTITUDES; *VOCATIONAL EDUCATION
IDENTIFIERS - MISSISSIPPI

ABSTRACT - THE OBJECTIVES OF THIS STUDY WERE TO: (1) DESCRIBE EXISTING PROGRAMS FOR SPECIAL NEEDS STUDENTS, (2) PROVIDE INFORMATION ON STUDENTS AND TEACHERS IN THESE PROGRAMS, (3) COMPARE TEACHER AND ADMINISTRATOR APPRAISAL OF THE PROGRAMS, AND (4) DETERMINE THE DEGREE OF PROGRAM ACCEPTANCE BY STUDENTS, PARENTS, AND THE PUBLIC. QUESTIONNAIRES AND INTERVIEWS REVEALED THE VIEWS OF TEACHERS, ADMINISTRATORS, AND STUDENTS IN 46 MISSISSIPPI SECONDARY SCHOOLS OFFERING SPECIAL NEEDS PROGRAMS IN VOCATIONAL EDUCATION. SELF-APPRAISAL OF THE PROGRAMS DISCLOSED SEVERAL SHORTCOMINGS: (1) LACK OF ORIENTATION PROGRAMS, (2) INADEQUATE PREPARATION OF ADMINISTRATORS AND TEACHERS, (3) LACK OF PARTICIPATION BY OTHER TEACHERS AND GUIDANCE PERSONNEL, AND (4) INSUFFICIENT EQUIPMENT AND TEACHING MATERIALS. THE REPORT SHOULD PROVIDE VOCATIONAL EDUCATORS AND ADMINISTRATORS WITH INFORMATION USEFUL IN THE DECISION MAKING PROCESS, RESOURCE ALLOCATION, PROGRAM PLANNING AND IMPLEMENTATION, AND STAFF SELECTION AND TRAINING. (BH)

ORI 5001 ED 046 879
BARE, IVAN L., AND OTHERS
THE ANN ARBOR PUBLIC SCHOOLS PARTICIPATIVE MODEL IN-SERVICE STAFF DEVELOPMENT PROJECT. TERMINAL REPORT.

ANN ARBOR PUBLIC SCHOOLS, MICH.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT.
EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.
OEG-0-9-324128-2008(725)
THE ANN ARBOR PUBLIC SCHOOLS, 1220 WELLS ST., ANN ARBOR, MICH.
PUB DATE - DEC 70 313P.

DESCRIPTORS - *ADMINISTRATIVE CHANGE; *ADMINISTRATIVE ORGANIZATION; ADMINISTRATIVE PROBLEMS; *ADMINISTRATOR ATTITUDES; *SEMINARS; STAFF IMPROVEMENT; *WORKSHOPS

ABSTRACT - THIS PROJECT BECAME OPERATIONAL IN APRIL 1969 AND WAS PLANNED TO HAVE TWO PHASES OPERATING AT LEAST UNTIL JANUARY 1971. THE FIRST PHASE, AN ADMINISTRATIVE WORKSHOP COMBINED WITH THE COLLECTION AND FEEDBACK OF DATA, WAS COMPLETED IN DECEMBER 1969. THE SECOND PHASE WAS NOT IMPLEMENTED BEYOND THE INTRODUCTORY STAGE BECAUSE FUNDING WAS NOT AVAILABLE. THE PROJECT'S LONG RUN IMPACT CANNOT BE EFFECTIVELY ASSESSED UNLESS FOLLOW-UP STUDIES ARE CONDUCTED IN THE NEAR FUTURE. THE OBJECTIVES OF THE PROJECT WERE 1) TO DEVELOP AND STRENGTHEN THE INTERDEPENDENCE OF MEMBERS OF THE SCHOOL'S STAFF; 2) TO DEVELOP A COLLABORATIVE PROCESS OF WORKING ON THE PROBLEMS FACING INDIVIDUAL SCHOOLS; 3) TO DEVELOP A CONTINUING PERSONAL AND TEAM COMMITMENT TO GROWTH AND ORGANIZATIONAL DEVELOPMENT; AND 4) TO DEVELOP THE NECESSARY SKILLS WITHIN THE SCHOOL TEAM TO BE ABLE TO CARRY ON THE PROCESS OF ORGANIZATIONAL RENEWAL. THE DOCUMENT GIVES DETAILS OF THE PLANNING, RESOURCES, PARTICIPANTS AND STAFF, ADMINISTRATIVE WORKSHOPS, CHANGE SEMINAR, AND CHANGE-TEAM ACTIVITIES, FOLLOWED BY A SUMMARY AND CONCLUSIONS. EXTENSIVE APPENDIXES DOCUMENT THE THREE WORKSHOPS AND SEMINAR, AND INCLUDE THE VARIOUS INSTRUMENTS EMPLOYED AND

THE QUESTIONNAIRES USED FOR EVALUATION. (MBM)

ORI 5002 ED 044 830
ERIC ABSTRACTS: A COLLECTION OF ERIC DOCUMENT RESUMES ON INSERVICE EDUCATION FOR STAFF AND ADMINISTRATORS.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, WASHINGTON, D.C.
OREGON UNIV., EUGENE. ERIC CLEARINGHOUSE ON EDUCATIONAL ADMINISTRATION.
NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (DHEW/CE), WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$2.20
OEC-0-8-080353-3514 24
BR-8-0353
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 ($2.00, QUANTITY DISCOUNTS)
PUB DATE - OCT 70 42P.ERIC ABSTRACT SERIES NUMBER 11

DESCRIPTORS - *ABSTRACTS; BIBLIOGRAPHIES; CLEARINGHOUSES; *INSERVICE COURSES; *INSERVICE EDUCATION; *INSERVICE PROGRAMS; INSERVICE TEACHER EDUCATION; TEACHER EDUCATION

ABSTRACT - ERIC ABSTRACTS ON INSERVICE EDUCATION FOR EDUCATION STAFF AND ADMINISTRATORS, ANNOUNCED IN RIE THROUGH OCTOBER 1970, ARE PRESENTED. THE KEY TERMS USED IN COMPILING THIS COLLECTION ARE "INSERVICE COURSES," "INSERVICE EDUCATION," "INSERVICE PROGRAMS," AND "INSERVICE TEACHER EDUCATION." THE FOLLOWING INFORMATION IS PRESENTED FOR EACH DOCUMENT: AUTHOR, TITLE, PLACE OF PUBLICATION, PUBLISHER, PUBLICATION DATE, NUMBER OF PAGES, ERIC DOCUMENT (ED) NUMBER, PRICE AND AVAILABILITY, AND ABSTRACT. A SUBJECT INDEX IS CROSS-REFERENCED WITH THE DOCUMENT LISTING. (RA)

ORI 5003 ED 044 390
MIEL, ALICE, ED.; BERMAN, LOUISE, ED.
IN THE MINDS OF MEN: EDUCATING THE YOUNG PEOPLE OF THE WORLD.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, WASHINGTON, D.C.
EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS.
PUBLICATION-SALES SECTION, NEA, 1201 16TH ST., N.W., WASHINGTON, D.C. 20036 (STOCK NO. 611-17506; $2.50)
PUB DATE - 70 144P.

DESCRIPTORS - *CURRICULUM DEVELOPMENT; *EDUCATION; ELEMENTARY SCHOOL TEACHERS; INSTRUCTIONAL TECHNOLOGY; MORAL VALUES; *PHYSICAL ENVIRONMENT; RELEVANCE (EDUCATION); *SCHOOL ROLE; SECONDARY SCHOOL TEACHERS; SOCIAL ENVIRONMENT; SOCIAL STUDIES; *TEACHER EDUCATION

ABSTRACT - THIS PUBLICATION CONSISTS OF PAPERS PRESENTED AT THE WORLD CONFERENCE ON EDUCATION HELD MARCH 5-14, 1970, AT ASILOMAR, CALIFORNIA. IT IS DIVIDED INTO TWO SECTIONS: 1) PLENARY SESSION ADDRESSES AND 2) WORKING PARTY REPORTS. THE NINE PLENARY SESSION ADDRESSES CONCERN MAN'S PHYSICAL AND SOCIAL ENVIRONMENT AND ITS EFFECT ON EDUCATION, THE FUNCTION OF THE SCHOOLS, AND THE ROLE OF EDUCATION IN THE FUTURE. THE TITLES OF THE TEN WORKING PARTY REPORTS ARE: 1) DESIGNING CURRICULUM AND INSTRUCTION FOR THE SCHOOLS OF THE FUTURE, 2) PREPARATION OF TEACHERS FOR PRIMARY EDUCATION, 3) PREPARATION OF TEACHERS FOR SECONDARY EDUCATION, 4) IMPROVING CURRICULUM AND INSTRUCTION--SOCIAL STUDIES, 5) IN-SERVICE EDUCATION, 6) CROSS-NATIONAL RESEARCH IN TEACHER TRAINING AND TEACHING, 7) DESIGNING NEW PROGRAMS FOR EARLY EDUCATION, 8) INSTRUCTIONAL TECHNOLOGY IN EDUCATION, 9) EDUCATION'S ROLE IN ELIMINATING BARRIERS AMONG PEOPLE 10) HELPING YOUTH DEVELOP CONSTRUCTIVE COMMITMENTS AND CROSS-NATIONAL RESEARCH ON MORAL EDUCATION. AN APPENDIX CONTAINS A LIST OF TITLES OF PAPERS PRESENTED AT THE CONFERENCE WHICH WERE NOT INCLUDED IN THE REPORT. (RT)

ORI 5004
HARRIS, BEN M; BESSENT, WAILAND
INSERVICE EDUCATION; A GUIDE TO BETTER PRACTICE.

PUB DATE - 69 432P.PRENTICE HALL, INC., ENGLEWOOD CLIFFS, N. J.

DESCRIPTORS - INSERVICE EDUCATION; TEACHER IMPROVEMENT; DISCUSSION GROUPS; SIMULATION; ROLE PLAYING; DEMONSTRATIONS (EDUCATIONAL); COMMUNICATION SKILLS; INDIVIDUALIZED INSTRUCTION; EVALUATION; LABORATORY TECHNIQUES
IDENTIFIERS - BRAINSTORMING

ABSTRACT - THIS GUIDE, DEVELOPED AT THE UNIVERSITY OF TEXAS AND PRETESTED IN THE FIELD, DESCRIBES AND ILLUSTRATES A VARIETY OF LABORATORY SESSIONS DESIGNED TO ANALYZE THE EVALUATION OF PUPIL PERFORMANCE, INSTRUCTION, LESSON PROTOCOLS, COMMUNICATION PROGRAMS, AND INSTRUCTIONAL OBJECTIVES. PART I CONTAINS CHAPTERS PROVIDING A BRIEF THEORETICAL FRAMEWORK FOR APPROACHING INSERVICE EDUCATION PROGRAM PLANNING AND DESIGN. IT INCLUDES AN ANALYSIS OF THE "LABORATORY APPROACH" AND DESCRIBES A SERIES OF INSERVICE SESSIONS WITH DIRECTIONS FOR ADAPTING THEM TO VARIOUS GROUPS. PART II DESCRIBES PROBLEM-SOLVING LABORATORY SESSIONS. PART III INCLUDES DESCRIPTIONS OF BASIC ACTIVITIES OF SUPERVISORS FOR USE BY ADMINISTRATORS, SUPERVISORS, AND PROFESSORS AS THEY DESIGN LABORATORY SESSIONS AND INSERVICE PROGRAMS OF THEIR OWN. THIS TEXT EMPHASIZES USEFUL APPROACHES WHICH HAVE A THEORETICALLY SOUND BASIS FOR FURTHER PLANNING. (CH)

ORI 5005
HENRY, NELSON B.
INSERVICE EDUCATION FOR TEACHERS, SUPERVISORS, AND ADMINISTRATORS.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION, CHICAGO, ILL.

PUB DATE - 57 56TH YEARBOOK OF THE NATIONAL SOCIETY FOR THE STUDY OF EDUCATION, PART I

DESCRIPTORS - INSERVICE PROGRAMS; *TEACHER IMPROVEMENT; *INSERVICE TEACHER EDUCATION; *INSERVICE TEACHING; *PROFESSIONAL TRAINING; *EVALUATION METHODS; ADMINISTRATOR ROLE; TEACHER ROLE; GUIDELINES; SKILL DEVELOPMENT; EDUCATIONAL CHANGE

ABSTRACT - THE YEARBOOK DENOTES THE ROLE OF INSERVICE EDUCATION PROGRAMS IN THE PAST AND PRESENT IN EDUCATING TEACHERS, SUPERVISORS AND ADMINISTRATORS. ATTENTION IS CENTERED UPON PLANNED PROGRAMS IN SOME CONTRAST TO THE VARIOUS ACTIVITIES IN WHICH TEACHERS AND OTHERS MIGHT INDEPENDENTLY ENGAGE IN ORDER TO IMPROVE THEMSELVES. THE FOLLOWING SPECIFIC TOPICS ARE DEALT WITH: (1) INSERVICE EDUCATION TODAY; (2) GROWTH OF THE MODERN CONCEPTION OF INSERVICE EDUCATION, (3) PSYCHOLOGY OF CHANGE WITHIN AN INSTITUTION, (4) GUIDELINES FOR INSERVICE EDUCATION, (5) TEACHERS AND THE INSERVICE EDUCATION PROGRAM, (6) ROLE OF THE ADMINISTRATOR IN INSERVICE EDUCATION, (7) CONSULTANT AND INSERVICE EDUCATION, (8) INSERVICE EDUCATION PROGRAMS OF LOCAL SCHOOL SYSTEMS, (9) IMPLICATIONS OF INSERVICE EDUCATION PROGRAMS FOR TEACHER EDUCATION INSTITUTIONS, (10) ORGANIZATION OF PROGRAMS OF INSERVICE EDUCATION, (11) EVALUATION OF CHANGE IN PROGRAMS OF INSERVICE EDUCATION, (12) TRAINING IN THE SKILLS NEEDED FOR INSERVICE EDUCATION PROGRAMS, AND (13) AREA, STATE, REGIONAL AND NATIONAL INSERVICE EDUCATION PROGRAMS. THE GENERAL HYPOTHESIS IS MADE THAT IF PROGRAM PLANNERS AND PARTICIPANTS GIVE CAREFUL ATTENTION TO LOCATING GAPS IN THE TEACHER'S PREPAREDNESS FOR INSTRUCTIONAL SERVICES, TO PLANNING AND CARRYING OUT MEANINGFUL TRAINING EXPERIENCES, AND TO RESEARCH AND THE EFFECTS OF THE EXPERIENCES, THEN THE INSERVICE PROGRAM WILL GO DEEPER AND FARTHER, AND EDUCATIONAL EXPERIENCES OF BOYS AND GIRLS WILL BE IMPROVED. (CH/AUTHOR)

ORDI 5006 ED 037 540
FERGUSON, EDWARD T., ED.; BICE, GARY R., ED.
ANNUAL NATIONAL VOCATIONAL-TECHNICAL TEACHER EDUCATION SEMINAR PROCEEDINGS, TEACHING DISADVANTAGED YOUTH (THIRD, MIAMI BEACH, FLA., OCT. 20-23, 1969). FINAL REPORT. LEADERSHIP SERIES NO. 24.

OHIO STATE UNIV., COLUMBUS. CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$0.75 HC-$6.50
OEG-3-7-000158-2037
8R-7-0158
THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 1900 KENNY ROAD, COLUMBUS, OHIO 43210 ($2.50)
PUB DATE - JUN 69 128P.

DESCRIPTORS - *CONFERENCE REPORTS; *CULTURALLY DISADVANTAGED; SYSTEMS APPROACH; *TEACHER EDUCATION; URBAN EDUCATION; *VOCATIONAL EDUCATION TEACHERS
IDENTIFIERS - OHIO STATE UNIVERSITY

ABSTRACT - ONE OF TWO VOLUMES OF THE REPORT OF A SEMINAR ATTENDED BY 232 VOCATIONAL-TECHNICAL LEADERS FROM 37 STATES AND THE DISTRICT OF COLUMBIA, THIS DOCUMENT COVERS THE GENERAL SESSIONS AND THE SUB-SEMINAR ON TEACHING DISADVANTAGED YOUTH. GENERAL SESSION PRESENTATIONS ON TEACHER EDUCATION BY MARTIN W. ESSEX, VIRGIL S. LAGOMARCINO, AND WILLIAM G. LOOMIS ARE INCLUDED. SUB-SEMINAR PRESENTATIONS INCLUDED ARE: (1) "SOCIAL DYNAMICS OF THE GHETTO" BY KENNETH B. CLARK, (2) "UNDERSTANDING YOUTH FROM THE GHETTO--A SYSTEMS APPROACH TO TRAINING AND DEVELOPMENT" BY DON K. HARRISON, (3) "WHAT MAKES AN EFFECTIVE VOCATIONAL EDUCATION TEACHER IN AN INNER-CITY SCHOOL--A TEACHER'S POINT OF VIEW" BY AUGUSTA S. HATTON, (4) "WHAT MAKES AN EFFECTIVE VOCATIONAL EDUCATION TEACHER IN AN INNER CITY SCHOOL--A SUPERVISOR'S POINT OF VIEW" BY BENJAMIN WHITTEN, AND (5) "TEACHER PREPARATION FOR INNER-CITY SCHOOLS" BY SAM P. WIGGINS. A REPORT OF CONFERENCE PROCEEDINGS CONCERNING MICRO-TEACHING AND VIDEO RECORDING IS AVAILABLE AS VT 010 228. (JK)

ORI 5011 ED 001 652
BIVLIN, HARRY N.
TEACHERS FOR OUR BIG CITY SCHOOLS.

EDRS PRICE MF-$0.09 HC-$1.32
PUB DATE - ND 31P.

DESCRIPTORS - CURRICULUM DEVELOPMENT; EFFECTIVE TEACHING; LABORATORY SCHOOLS; *TEACHER EDUCATION; *TEACHER IMPROVEMENT; TEACHER PROGRAMS; *TEACHER RECRUITMENT; *TEACHING TECHNIQUES; *URBAN TEACHING
IDENTIFIERS - NEW YORK CITY

ABSTRACT - THERE ARE SEVERAL WAYS OF ATTRACTING AND RETAINING SUFFICIENT NUMBERS OF QUALIFIED TEACHERS. A MORE EXTENSIVE AND INTELLIGENT USE CAN BE MADE OF EXISTING LABORATORY SCHOOLS AND AFFILIATED SCHOOLS FOR URBAN TEACHER EDUCATION. INCREASED EFFORT CAN BE MADE IN POINTING TEACHER EDUCATION TOWARD URBAN TEACHING RATHER THAN PRESENTING ONLY THE DISCOURAGING ASPECTS OF THE PROBLEM. NEW PATTERNS OF TEACHER EDUCATION FOR URBAN SCHOOLS CAN BE DEVISED. INCLUDING THAT OF PREPARING LIBERAL ARTS GRADUATES FOR TEACHING. MORE "INMIGRANT" YOUTH FROM URBAN AREAS SHOULD BE ENCOURAGED TO ATTEND COLLEGE AND TO PREPARE FOR TEACHING. OPTIMUM USE SHOULD BE MADE OF AVAILABLE TEACHING MEDIA. EFFORTS CAN BE MADE TOWARD GREATER COOPERATION BETWEEN SCHOOLS AND UNIVERSITIES. PROCEDURES FOR APPOINTING TEACHERS AND ADMINISTRATORS TO URBAN SCHOOLS CAN BE IMPROVED AND MADE MORE REALISTIC AND EFFICIENT. MORE HELP CAN BE GIVEN THE INEXPERIENCED URBAN TEACHER, AND MORALE OF EXPERIENCED TEACHERS CAN BE RAISED. INSERVICE TRAINING SHOULD BE LOOKED UPON AS A MEANS OF IMPROVING THE TEACHER'S EFFECTIVENESS, NOT MERELY A ROAD TO A HIGHER PAY SCALE.

ORI 5012 ED 032 366
BERNSTEIN, ABRAHAM
THE EDUCATION OF URBAN POPULATIONS.

DOCUMENT NOT AVAILABLE FROM EDRS.
RANDOM HOUSE, NEW YORK, N.Y., ($3.95).
PUB DATE - 67 398P.

DESCRIPTORS - ADMINISTRATION; ADULT EDUCATION; BUDGETS; BUREAUCRACY; CURRICULUM;

FAMILY STRUCTURE; INSERVICE TEACHER EDUCATION; INTELLIGENCE; MINORITY GROUPS; PRESERVICE EDUCATION; *TEACHER EDUCATION; TEACHERS; *TEXTBOOKS; *URBAN EDUCATION; *URBAN SCHOOLS

ABSTRACT - A NEW TEACHER EDUCATION TEXT STRESSES THE PRIMACY OF URBAN PROBLEMS. ALSO EMPHASIZED IS A NEW DIRECTION IN THE TRAINING AND RECRUITMENT OF TEACHERS FOR URBAN SCHOOLS. PART I, "THE PROBLEM" CONTAINS CHAPTERS ON URBAN AND RURAL EDUCATION, FAMILY STRUCTURE AND EDUCATION, STUPIDITY AND IGNORANCE, MILITANCY AND INTELLIGENCE, AND THE TEACHER, CURRICULUM, AND BUREAUCRACIES. PART II PRESENTS "THE SOLUTION," UNDER SUCH RUBRICS AS EXTENDED EDUCATION, CURRICULAR PSYCHOLOGY, INSERVICE AND PRESERVICE TEACHER TRAINING, AND ADMINISTRATION. "THE PROSPECTS" ARE DISCUSSED IN PART III--ADULT EDUCATION AND "EDUCARE," A TOTAL EDUCATION FOR URBAN MINORITIES. (NH)

ORI 5022 ED 025 494
BOWMAN, DAVID L.
QUANTITATIVE AND QUALITATIVE EFFECTS OF REVISED SELECTION AND TRAINING PROCEDURES IN THE EDUCATION OF TEACHERS OF THE CULTURALLY DISADVANTAGED. FINAL REPORT.

WISCONSIN STATE UNIV., OSHKOSH.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BUREAU OF RESEARCH.
WISCONSIN BOARD OF REGENTS OF STATE UNIVERSITIES, MADISON.
EDRS PRICE MF-$0.50 HC-$5.60
OEC-0-8-077946-1734 24
BR-7-0946
PUB DATE - DEC 68 110P.

DESCRIPTORS - ACADEMIC PROBATION; CHANGING ATTITUDES; *CULTURALLY DISADVANTAGED; CURRICULUM DEVELOPMENT; DROPOUT ATTITUDES; *DROPOUT PROGRAMS; DROPOUT REHABILITATION; DROPOUT RESEARCH; EDUCATIONAL RESEARCH; EDUCATION MAJORS; FIELD EXPERIENCE PROGRAMS; GRADE POINT AVERAGE; INDIVIDUALIZED INSTRUCTION; PARAPROFESSIONAL SCHOOL PERSONNEL; PROGRAM DESCRIPTIONS; PROGRAM DEVELOPMENT; *PROJECT TRAINING METHODS; SUMMER SCHOOLS; *TEACHER EDUCATION CURRICULUM; *TEACHER RECRUITMENT
IDENTIFIERS - OSHKOSH; WISCONSIN; WISCONSIN STATE UNIVERSITY

ABSTRACT - THE INITIAL PHASE (1967-1968) OF A LONGITUDINAL STUDY DESIGNED TO PROVIDE MORE TEACHERS OF THE DISADVANTAGED BY (1) RECRUITING EDUCATION STUDENTS WHO HAVE WITHDRAWN FROM COLLEGE FOR ACADEMIC REASONS BUT HAVE GREATER SCHOLASTIC POTENTIAL THAN THEY HAVE DEMONSTRATED AND (2) MODIFYING TEACHER EDUCATION PROGRAMS TO TRAIN THESE INDIVIDUALS AS TEACHERS OF THE CULTURALLY DISADVANTAGED WAS COMPLETED. A QUESTIONNAIRE WAS USED TO GATHER BACKGROUND INFORMATION ABOUT 255 FRESHMEN AND SOPHOMORES IN THE TEACHER EDUCATION PROGRAM AT WISCONSIN STATE UNIVERSITY, OSHKOSH, IDENTIFIED AS BEING ON ACADEMIC PROBATION OR HAVING BEEN DISMISSED FOR ACADEMIC REASONS; 12 VOLUNTEERS FROM THIS GROUP WERE SELECTED FOR A SUMMER SESSION PILOT STUDY. THROUGH A UNIVERSITY-WIDE REPRESENTATIVE COUNCIL, CURRICULUM REVISIONS BASED ON IDENTIFIED STUDENT WEAKNESSES IN GENERAL EDUCATION, PROFESSIONAL EDUCATION, AND SPECIALIZATION WERE DEVELOPED AND INCORPORATED INTO A PROGRAM INCLUDING A PERSONAL DEVELOPMENT SEMINAR, INDIVIDUALIZED ACTIVITIES AT A SPECIAL LEARNING CENTER, AND PAID WORK EXPERIENCE. IT WAS FOUND THAT STUDENTS DEVELOPED MORE POSITIVE ATTITUDES AND WERE EFFECTIVE AS PARAPROFESSIONALS AFTER SHORT-TERM TRAINING SESSIONS. IN ADDITION, THE GROUP'S CUMULATIVE GRADE POINT AVERAGE INCREASED. (APPENDED ARE FORM LETTERS, THE QUESTIONNAIRE, A LIST OF SUBCOMMITTEE RESPONSIBILITIES AND SAMPLE REPORTS, A SAMPLE PROGRAM, AND APPLICATION AND INFORMATION FORMS.) (SG)

ORI 5024 ED 021 128
KNOLL, PETER F., JR.; STEPHENS, JOHN F.
INSERVICE TRAINING FOR VOCATIONAL TEACHERS IN UTAH. FINAL REPORT.

UTAH RESEARCH COORDINATING UNIT FOR VOCATIONAL AND TECHNICAL EDUCATION, SALT LAKE CITY.
EDRS PRICE MF-$0.25 HC-$1.56
OEG-4-7-063046-1612 08
BR-6-3046
PUB DATE - MAR68 37P.

DESCRIPTORS - *INSERVICE TEACHER EDUCATION; PROGRAM EFFECTIVENESS; QUESTIONNAIRES; STATE SURVEYS; *TEACHER IMPROVEMENT; *VOCATIONAL EDUCATION; *VOCATIONAL EDUCATION TEACHERS
IDENTIFIERS - UTAH

ABSTRACT - THE SPECIFIC OBJECTIVES OF THIS INVESTIGATION WERE TO DETERMINE THE EXTENT OF UTAH'S INSERVICE TRAINING PROGRAM, COMPARE IT WITH THAT OF OTHER STATES, DETERMINE ITS EFFECTIVENESS, AND ASCERTAIN PROBLEM AREAS AND MAKE RECOMMENDATIONS FOR IMPROVEMENT. DATA WERE COLLECTED BY A SURVEY OF OTHER STATE PROGRAMS, PERSONAL INTERVIEWS WITH STATE VOCATIONAL SPECIALISTS, AND A SURVEY OF STATE VOCATIONAL TEACHERS. THE CONCLUSIONS WERE--(1) A SYSTEMATIC METHOD OF SCHEDULING IS NEEDED TO COORDINATE THE ENTIRE INSERVICE TRAINING PROGRAM, (2) THE PRESENT PROGRAM SHOULD PLACE MORE EMPHASIS ON DOING RATHER THAN TELLING, (3) FINANCIAL ASSISTANCE SHOULD BE OFFERED TO TEACHERS TO ENCOURAGE PARTICIPATION, (4) WORK EXPERIENCE SHOULD BE ENCOURAGED, AND (5) MODERN TECHNIQUES SUCH AS MICRO-TEACHING SHOULD BE INCORPORATED INTO THE INSERVICE TRAINING PROGRAM. THE APPENDIXES CONTAIN INFORMATION ON UTILIZING A KEY-SORT CARD IN SCHEDULING INSERVICE COURSES AND UTILIZING MICRO-TEACHING IN INSERVICE EDUCATION, RESULTS OF A TRADES AND INDUSTRIES STUDY IN COLORADO CONCERNING INSERVICE EDUCATION, AND THE QUESTIONNAIRE AND TABULATION OF QUESTIONNAIRE RESULTS. (DM)

ORI 5026
POPPEN, WILLIAM ALFRED
CASE CONFERENCE GROUPS AS AN IN-SERVICE EDUCATION TECHNIQUE.

PUB DATE - 68 DISSERTATION, THE OHIO STATE UNIVERSITY

DESCRIPTORS - *INSERVICE TEACHER EDUCATION; *TEACHER ATTITUDES; CHANGING ATTITUDES; *ATTITUDE TESTS; GROUP DYNAMICS; *SELF DIRECTED GROUPS; *T GROUPS; INTERACTION PROCESS ANALYSIS
IDENTIFIERS - CASE CONFERENCE (C GROUPS); SEMANTIC DIFFERENTIAL; SOCIAL DESIRABILITY SCALE

ABSTRACT - A TEACHER MAKES THE DIFFERENCE BETWEEN EFFECTIVE AND INEFFECTIVE LEARNING. MOST INSERVICE EDUCATION IS PATTERNED AFTER THE TRADITIONAL WORKSHOP OR CONFERENCE, USING LECTURES AND PRESENTATIONS TO IMPART FACTS AND TECHNIQUES. A REVIEW OF LITERATURE INCLUDED LENGTHY ANALYSIS OF SMALL GROUP METHODS OF INSERVICE EDUCATION AND CONCLUDES THAT THE "T-GROUP" IS A MAJOR INNOVATION IN EDUCATION AND SHOULD BE INCLUDED IN INSERVICE EDUCATION. THE AUTHOR USED THE SEMANTIC DIFFERENTIAL BOOKLET AND THE SOCIAL DESIRABILITY SCALE IN THE COURSE OF HIS STUDY. (CH)

ORI 5027 ED 045 740
WILLEY, DARRELL S.
INTERIM REPORT FOR AN INTERDISCIPLINARY INSTITUTE FOR IN-SERVICE TRAINING OF TEACHERS AND OTHER SCHOOL PERSONNEL TO ACCELERATE THE SCHOOL ACCEPTANCE OF INDIAN, NEGRO, AND SPANISH-SPEAKING PUPILS FROM THE SOUTHWEST.

NEW MEXICO STATE UNIV., UNIVERSITY PARK.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.50 HC-$4.75
OEC-4-6-000201-1980
PUB DATE - AUG 66 93P.

DESCRIPTORS - AMERICAN INDIAN CULTURE; AMERICAN INDIANS; INSERVICE COURSES; INSERVICE PROGRAMS; *INSERVICE TEACHER EDUCATION; *INSTITUTES (TRAINING PROGRAMS); NEGRO CULTURE; NEGRO HISTORY; PROGRAM EVALUATION; *RACE RELATIONS; RACIAL INTEGRATION; *SCHOOL INTEGRATION; SPANISH AMERICANS; SPANISH CULTURE
IDENTIFIERS - NEW MEXICO STATE UNIVERSITY; SOUTHWESTERN UNITED STATES

ABSTRACT - THIS REPORT OF AN INSTITUTE FOR INSERVICE TRAINING OF TEACHERS AND OTHER SCHOOL PERSONNEL TO ACCELERATE THE ACCEPTANCE OF INDIAN, NEGRO, AND SPANISH-SPEAKING PUPILS IN THE SOUTHWEST INVOLVED 40 PARTICIPANTS CONSISTING OF ELEMENTARY AND SECONDARY TEACHERS AND PRINCIPALS, SPECIAL EDUCATION TEACHERS, AND GUIDANCE PERSONNEL SELECTED FROM 35 SCHOOLS WITHIN 23 SCHOOL SYSTEMS IN FIVE STATES. MAJOR OBJECTIVES WERE: (1) TO PROVIDE EDUCATORS WITH AN INSIGHT INTO THE SOCIAL, CULTURAL, POLITICAL, AND ECONOMIC FACTORS AFFECTING THE EFFICIENCY OF EDUCATIONAL PROGRAMS IN OPERATION IN MULTICULTURAL SOUTHWESTERN COMMUNITIES; AND, (2) TO DEVELOP THE ABILITY TO ANALYZE AND CREATE EDUCATIONAL PROGRAMS BETTER SUITED FOR SCHOOLS WITH SIGNIFICANT NUMBERS OF MINORITY GROUP STUDENTS. THE INSTITUTE CONSISTED OF FIVE SERIES OF LECTURES AND SMALL GROUP SEMINARS ON VARIOUS CULTURES AND THEIR RESPECTIVE HISTORIES, AS WELL AS FIELD EXPERIENCE INVOLVING A SCHOOL-COMMUNITY SURVEY. THE REPORT CONCLUDES THAT THE SECOND MAJOR OBJECTIVE MUST AWAIT ASSESSMENT UNTIL THE IMPACT OF THE INSTITUTE ON LOCAL SCHOOLS CAN BE DESCRIBED. AN INTERIM EVALUATION OF THE FIRST OBJECTIVE IS HELD TO BE PROMISING. OTHER EVIDENCE CITED IS CONSIDERED TO INDICATE THAT THE INSTITUTE HAS BEEN MOST SUCCESSFUL IN HEIGHTENING THE SENSITIVITY OF PARTICIPANTS TO THE PROBLEMS OF EDUCATING CHILDREN FROM DIVERSE ETHNIC BACKGROUNDS. FOR INTERIM REPORT NUMBER 2, SEE ED 015 033. (AUTHOR/JW)

ORI 5030
FUENTES, GLADYS DAVILA DE
PROBLEMS IN TEACHING DISADVANTAGED CHILDREN IN PUERTO RICO: RECOMMENDATIONS FOR AN UNDER-GRADUATE ELEMENTARY SCHOOL TEACHER PREPARATION PROGRAM.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 68 DISSERTATION, COLUMBIA UNIVERSITY

DESCRIPTORS - TEACHER EDUCATION; EDUCATIONALLY DISADVANTAGED; *DISADVANTAGED ENVIRONMENT; *LEARNING DISABILITIES; *EFFECTIVE TEACHING; *TEACHER EDUCATION CURRICULUM
IDENTIFIERS - PUERTO RICO

ABSTRACT - THIS STUDY WAS DESIGNED TO EXPLORE WHAT PUERTO RICAN ELEMENTARY SCHOOL TEACHERS AND SUPERVISORY PERSONNEL WORKING IN DEPRESSED AREAS--RURAL, SLUMS, AND PUBLIC HOUSING--CONSIDERED TO BE THEIR MAJOR PROBLEMS IN TEACHING DISADVANTAGED CHILDREN. THE INVESTIGATOR INTERVIEWED STAFF FROM THE COLLEGES OF EDUCATION OPERATING IN PUERTO RICO, PERSONNEL FROM THE DEPARTMENT OF EDUCATION AND GOVERNMENT AGENCIES, AND PERSONNEL DIRECTING PRESERVICE AND INSERVICE PROGRAMS FOR DEPRESSED AREA TEACHERS. ANALYSIS OF THE FINDINGS REVEALED THAT TEACHERS WORKING IN THE AREAS UNDER STUDY ARE FACING PROBLEMS WHICH HAMPER THE EFFECTIVENESS OF THE SCHOOL IN DEPRESSED AREAS. ALTHOUGH THERE ARE MANY COMMON PROBLEMS, THERE ARE ALSO DIFFERENCES IN THE KIND AND DEGREE OF PROBLEMS FACED. MANY OF THE DIFFICULTIES REPORTED DEALT WITH: (1) CHILDREN'S LIMITED EXPERIENTIAL BACKGROUND, (2) LOW LEVEL OF ACADEMIC ACHIEVEMENT, (3) LACK OF LANGUAGE SKILLS, AND (4) THE LACK OF ADEQUATE FACILITIES AND MATERIALS. OTHERS MENTIONED WERE: (1) INADEQUACY OF TEACHERS' PREPARATION TO HANDLE TEACHING-LEARNING SITUATIONS, (2) CHILDREN'S BEHAVIORAL PROBLEMS, AND (3) SCHOOL-COMMUNITY RELATIONS. ALTHOUGH THE MAJORITY OF THE TEACHERS WORKED IN A SELF-CONTAINED CLASSROOM, THEY REPORTED FEELING COMPETENT IN ONLY ONE OR TWO AREAS OF THE CURRICULUM. (CH)

ORI 5061
MORK, GORDON MATTHEW ALFRED
EFFECTS OF AN IN-SERVICE TEACHER TRAINING PROGRAM ON PUPIL OUTCOMES IN FIFTH AND SIXTH GRADE SCIENCE.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN

ANNOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 53 PH.D. DISSERTATION, UNIVERSITY OF MINNESOTA

DESCRIPTORS - *INSERVICE TEACHER EDUCATION; *ELEMENTARY SCHOOL SCIENCE; *PROFESSIONAL TRAINING; *TEACHER IMPROVEMENT; ACHIEVEMENT GAINS
IDENTIFIERS - DULUTH; MINNESOTA; KUHLMANN ANDERSON INTELLIGENCE TEST

ABSTRACT - THE BASIC PROBLEM OF THIS STUDY WAS TO TRY TO TEST CERTAIN ASPECTS OF NULL HYPOTHESIS WHICH STATED: THERE IS NO DIFFERENCE IN SCIENCE ACHIEVEMENT AMONG FIFTH AND SIXTH GRADE PUPILS AS MEASURED BY WRITTEN OBJECTIVE TESTS, BETWEEN THE PUPILS OF TEACHERS WHO HAVE AND TEACHERS WHO HAVE NOT PARTICIPATED IN A ONE YEAR IN-SERVICE PROGRAM DEALING WITH THE OBJECTIVES, CONTENT, METHODS, AND MATERIALS OF SCIENCE INSTRUCTION. A 2-YEAR EXPERIMENT WAS PLANNED TO TEST THE HYPOTHESIS. DURING THE EARLY WEEKS OF THE FIRST SCHOOL YEAR, THE PUPILS OF PARTICIPATING TEACHERS WERE GIVEN FIVE SCIENCE TESTS PREPARED BY THE INVESTIGATOR, AND THESE PUPILS WERE AGAIN TESTED WITH THESE TESTS AT THE END OF THE SCHOOL YEAR. THEY WERE ALSO ADMINISTERED THE KUHLMANN-ANDERSON INTELLIGENCE TEST, FIFTH EDITION, GRADE VI FORM, DURING THE SCHOOL YEAR. THE STUDY WAS CONDUCTED IN THE DULUTH, MINNESOTA, PUBLIC SCHOOLS. THREE VOLUNTEERING FIFTH GRADE TEACHERS AND ONE VOLUNTEERING SIXTH GRADE TEACHER COMPRISED THE CENTRAL EXPERIMENTAL STUDY. THREE DULUTH FIFTH GRADE TEACHERS AND ONE DULUTH SIXTH GRADE TEACHER COMPRISED THE DULUTH OUTSIDE CONTROL GROUPS. THREE HUNDRED AND EIGHTY PUPILS WERE INVOLVED IN THE DULUTH STUDY. THE NULL HYPOTHESIS WAS REJECTED WITH SUFFICIENT FREQUENCY TO INDICATE THAT TEACHERS MAY, THROUGH THE GIVEN TESTS RESULTS OF THEIR PUPILS, SHOW AN INCREASED EFFECTIVENESS IN INSTRUCTION WHICH IS ASSOCIATED WITH AN INSERVICE SCIENCE EDUCATION PROGRAM. (CH)

ORI 5081
PHARIS, WILLIAM L.
IN-SCHOOL EDUCATION OF ELEMENTARY SCHOOL PRINCIPALS.

NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C. DEPT. OF ELEMENTARY SCHOOL PRINCIPALS

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS, 1201 SIXTEENTH ST. N.W. WASHINGTON, D.C. ($1.00)
PUB DATE - APR66 48P.

DESCRIPTORS - *INSERVICE PROGRAMS; *SCHOOL VISITATION; *INSTITUTES (TRAINING PROGRAMS); *TEACHER WORKSHOPS; PROFESSIONAL TRAINING; *SCHOOL ADMINISTRATION; INDIVIDUAL INSTRUCTION; TEACHER SEMINARS; ELEMENTARY SCHOOLS

ABSTRACT - THIS PUBLICATION WAS INTENDED TO BENEFIT ELEMENTARY PRINCIPAL INSERVICE PROGRAM DIRECTORS, ALTHOUGH THE CONCEPTS, PURPOSES AND TECHNIQUES DISCUSSED ARE APPLICABLE TO ALL INSERVICE PROGRAMS. FOUR SPECIFIC PURPOSES FOR INSERVICE TRAINING WERE IDENTIFIED: CONTINUED LEARNING, REMEDIAL LEARNING, KEEPING PACE WITH CHANGE, AND INCREASED EFFICIENCY. INSERVICE MEDIUMS FOR AN INDIVIDUAL INCLUDE SELF-EVALUATION AND READING. INSERVICE MEDIUMS FOR GROUPS INCLUDE SIMULATION, CASE STUDIES, HUMAN RELATIONS EXERCISES, SEMINARS, UNSTRUCTURED "BLUE SKY" MEETINGS, AND RETREATS. A SELECTED BIBLIOGRAPHY, A COMMUNICATION EXERCISE FOR USE IN A HUMAN RELATIONS LABORATORY, GUIDELINES FOR WRITING CASES, A CASE REPORT, AND EXAMPLES OF TASKS FOR LEARNING KITS ARE ALSO INCLUDED IN THE PUBLICATION. (CH)

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LISTENER CORPORATION, 6777 HOLLYWOOD BLVD., HOLLYWOOD, CALIF. 90028 (CASSETTES AVAILABLE INDIVIDUALLY, PRICE LIST AVAILABLE)
PUB DATE - JUL71 16P.

DESCRIPTORS - LIBRARY SERVICES; SCHOOL SERVICES; TEACHER IMPROVEMENT; *INDIVIDUALIZED INSTRUCTION; CLASSROOM TECHNIQUES; *MAGNETIC TAPE CASSETTES; ELEMENTARY SCHOOL CURRICULUM; *INSERVICE TEACHER EDUCATION; *DISADVANTAGED YOUTH

ABSTRACT - THE LISTENER CORPORATION HAS DEVELOPED A SERIES OF CASSETTE ALBUMS FOR ELEMENTARY TEACHERS ON THE FOLLOWING SUBJECT AREAS: (1) INDIVIDUALIZED READING; (2) INVOLVING THE CHILD IN SOCIAL STUDIES; (3) INVOLVING THE CHILD IN LANGUAGE ARTS; (4) INVOLVING THE CHILD IN SCIENCE; (5) TEACHING THE DISADVANTAGED. EACH ALBUM PROVIDES THE ELEMENTARY TEACHER WITH THE PRINCIPLES, STRATEGIES AND TECHNIQUES OF INVOLVING THEIR STUDENTS IN LEARNING. SUGGESTIONS FOR THE MOST EFFECTIVE USE OF THE INSERVICE LIBRARY INCLUDE PROVISIONS FOR THE FOLLOWING CONCURRENT EVENTS: (1) CASSETTES ARE IN CONTINUAL CIRCULATION, (2) TEACHERS ARE LISTENING TO THE TAPES AND DISCUSSING THE MATERIAL WITH OTHER TEACHERS, AND (3) THE METHODS AND TECHNIQUES PRESENTED ARE BEING IMPLEMENTED STEP-BY-STEP. SEVERAL INNOVATIVE IDEAS FOR THE EFFECTIVE USE OF THE INSERVICE CASSETTE LIBRARY ARE CITED. (CH)

ORI 5083
ABD-EL-MAWGOOD; MOHAMMED EZZAT
CURRENT AND PROPOSED PROGRAMS FOR PREPARING TEACHERS OF SECONDARY SCHOOL ENGLISH AS A FOREIGN LANGUAGE IN THE UNITED ARAB REPUBLIC.

DISSERTATION ABSTRACTS INTERNATIONAL, UNIVERSITY OF MINNESOTA, THE HUMANITIES AND SOCIAL SCIENCES
PUB DATE - ND

DESCRIPTORS - *INSERVICE PROGRAMS; ENGLISH (SECOND LANGUAGE); LANGUAGE SKILLS; *COMMUNICATION SKILLS; *INSERVICE TEACHER EDUCATION; TEACHER EDUCATION; SECONDARY SCHOOL TEACHERS; PROGRAM DESIGN; EDUCATIONAL PRINCIPLES

ABSTRACT - THE INVESTIGATOR PRESENTED SEVERAL

PRINCIPLES WITH DIRECT IMPLICATIONS FOR THE DESIGN AND OPERATION OF A FOREIGN LANGUAGE TEACHER EDUCATION PROGRAM. THESE PRINCIPLES PERTAINED TO FOUR AREAS: (1) TEACHER EDUCATION AS A PROCESS, (2) THE TEACHING PROCESS AND TEACHER BEHAVIOR, (3) FOREIGN LANGUAGE LEARNING, AND (4) CLINICAL EXPERIENCES IN TEACHER EDUCATION. A SUGGESTED PROGRAM FOR APPLICATION OF THESE PRINCIPLES PROPOSES BETTER ALTERNATIVES FOR THE DESIGN AND IMPLEMENTATION OF EFFECTIVE TEACHER EDUCATION PROGRAMS FOR SECONDARY SCHOOL TEACHERS OF ENGLISH IN THE UNITED ARAB REPUBLIC. (CH)

ORI 5084 ED 033 090
ESBENSEN, THORWALD
WORKING WITH INDIVIDUALIZED INSTRUCTION: THE DULUTH EXPERIENCE.

DOCUMENT NOT AVAILABLE FROM EDRS.
FEARON PUBLISHERS, 2165 PARK BOULEVARD, PALO ALTO, CALIFORNIA 94306 ($2.75)
PUB DATE - 68 122P.

DESCRIPTORS - *BEHAVIORAL OBJECTIVES; BUILDING INNOVATION; *DIFFERENTIATED STAFFS; EDUCATIONALLY DISADVANTAGED; ELEMENTARY SCHOOLS; *FLEXIBLE SCHEDULING; HUMANITIES INSTRUCTION; *INDIVIDUALIZED INSTRUCTION; INSERVICE TEACHER EDUCATION; INSTRUCTIONAL MATERIALS
IDENTIFIERS - DULUTH; ELEMENTARY AND SECONDARY EDUCATION ACT (TITLE I); ESEA TITLE I; PROJECT CRITERION

ABSTRACT - THIS BOOK DESCRIBES A PROGRAM OF INDIVIDUALIZED INSTRUCTION IN ACTION--A PROGRAM WHICH BEGAN IN ONE ELEMENTARY SCHOOL, WAS ADAPTED TO THE VARYING NEEDS OF OTHER SCHOOLS, AND IS NOW EXPANDING IN THE DIRECTION OF INVOLVEMENT OF ALL OF THE STUDENTS IN THE DULUTH PUBLIC SCHOOL SYSTEM. THE INTRODUCTORY CHAPTER DEFINES THE IDEAL OF INDIVIDUALIZATION ("AN ARRANGEMENT THAT MAKES IT POSSIBLE AT ALL TIMES FOR EACH STUDENT TO BE ENGAGED IN LEARNING THOSE THINGS THAT ARE MOST APPROPRIATE FOR HIMSELF AS AN INDIVIDUAL") AND IDENTIFIES MINIMUM REQUIREMENTS FOR ITS ACTUALIZATION (INSERVICE WORK OF VOLUNTEER TEACHERS IN THE DEVELOPMENT OF BEHAVIORAL OBJECTIVES, OF MATERIALS RELEVANT TO THESE OBJECTIVES, AND OF POSSIBLE WAYS OF APPROACHING THE CENTRAL PROBLEM OF CLASSROOM MANAGEMENT IN THE FORMAL SCHOOL ENVIRONMENT--DIFFERENTIATED STAFFING, FLEXIBLE SCHEDULING, ROOM MODIFICATION, STUDENT CONTRACTS, ETC.). THE FINAL THREE SECTIONS DESCRIBE THE INTRODUCTION OF INDIVIDUALIZED INSTRUCTION TO THREE ELEMENTARY SCHOOLS AND THE WAYS IN WHICH THE PROGRAM PROVED ADAPTABLE TO A WIDE VARIETY OF SITUATIONS--TO A VERY OLD SCHOOL BUILDING AND A NEWLY DESIGNED ONE, TO EDUCATIONALLY DEPRIVED STUDENTS AND TO ABLE STUDENTS INVOLVED IN A HUMANITIES PROGRAM, TO A PROJECT WITH MINIMAL OUTSIDE FINANCIAL SUPPORT AND ONE OPERATING UNDER A SIZEABLE TITLE I GRANT. SAMPLE MATERIALS, SPECIFIC PROCEDURES, AND EVALUATIVE OBSERVATIONS OF BOTH PRACTICAL AND GENERAL VALUE ARE PROVIDED THROUGHOUT THE BOOK. (JS)

ORI 5085 ED 024 728
DEVELOPMENT: FIRST YEAR EVALUATION OF THE MODEL SCHOOL DIVISION, DISTRICT OF COLUMBIA PUBLIC SCHOOLS, WASHINGTON, D.C., 1965-1966.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS, WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$2.05
PUB DATE - 66 39P.

DESCRIPTORS - ADMINISTRATIVE ORGANIZATION; ADMINISTRATIVE PROBLEMS; CURRICULUM; CURRICULUM DEVELOPMENT; *DEMONSTRATION PROGRAMS; *DISADVANTAGED YOUTH; *EDUCATIONAL PROGRAMS; *EXPERIMENTAL PROGRAMS; INSERVICE TEACHER EDUCATION; PRESCHOOL PROGRAMS; PROGRAM EVALUATION; PUBLIC SCHOOLS; SCHOOL COMMUNITY PROGRAMS; *SCHOOL DISTRICTS; SUMMER INSTITUTES; TEACHER AIDES
IDENTIFIERS - MODEL SCHOOL DIVISION; WASHINGTON, D.C.

ABSTRACT - DESCRIBED IS WASHINGTON'S MODEL SCHOOL DIVISION, AN EXPERIMENTAL EDUCATIONAL PROJECT IN A DISADVANTAGED AREA OF THE CITY. THE EFFORTS IN THIS TARGET AREA INCLUDE CURRICULUM INNOVATIONS, A PRESCHOOL PROGRAM, A TEACHER AIDE PROGRAM, AND TWO SIX-WEEK SUMMER INSTITUTES COMBINING INSERVICE TRAINING OF TEACHERS WITH PUPIL ENRICHMENT. ALSO DISCUSSED ARE THE STRUCTURAL CHANGES OF SCHOOLS IN THE AREA, THE SCHOOL-COMMUNITY PROGRAM, THE EVALUATION OF THE PROGRAM BY SCHOOL PERSONNEL, AND ADMINISTRATIVE PROBLEMS. (NH)

ORI 5086
FORBES, JACK D.
EDUCATING OF THE CULTURALLY DIFFERENT--A MULTI-CULTURAL APPROACH.

FAR WEST LAB. FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, BERKELEY, CALIF.

SUPT. OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C.
PUB DATE - 69 64P.,REVISED EDITION

DESCRIPTORS - *CULTURALLY DISADVANTAGED; EARLY EXPERIENCE; INSERVICE COURSES; *PROFESSIONAL EDUCATION; *TEACHER EDUCATION; *INTERDISCIPLINARY APPROACH; *CROSS CULTURAL TRAINING

ABSTRACT - THIS COLLECTIVE REPORT ON THE CULTURALLY DIFFERENT STUDENT REVEALED THE FEELINGS OF SEVERAL LEADING EDUCATORS TOWARD THE PREPARATION OF TEACHERS OF THE CULTURALLY DIFFERENT. YEE REVEALED THAT POOR CHILDREN FROM LOWER CLASS NEIGHBORHOODS WHO HAVE APATHETIC TEACHERS ARE MORE AFFECTED THAN MIDDLE CLASS YOUNGSTERS. VAUGHN HAS MOVED INTO FIELD PROGRAMS WHICH ATTEMPT TO RECREATE THE CONDITION WITH WHICH VOLUNTEERS ARE CONFRONTED. EDUCATORS AGREE THAT A GOOD PROFESSIONAL TRAINING PROGRAM WILL: (1) INVOLVE THE COOPERATION OF NON-WHITE ADULT INSTITUTIONS OF HIGHER EDUCATION, AND OTHER AGENCIES, (2) ACQUAINT THE TEACHER WITH THE THEORETICAL BACKGROUND OF WORKING WITH CULTURALLY DIFFERENT AND LOW INCOME PEOPLE, (3) ACQUAINT TEACHERS WITH DYNAMICS OF SOCIAL PROCESS, ACCULTURATION, AND CROSS-CULTURAL CONTACTS, (4) SENSITIZE TEACHERS TO THEIR OWN

CULTURAL AND CLASS ASSUMPTIONS AND/OR PREJUDICES, (5) ACQUAINT TEACHERS WITH A GENERAL HISTORY AND CULTURE OF A PARTICULAR MINORITY GROUP, (6) SPECIFICALLY ACQUAINT TEACHERS WITH LOCAL POPULATIONS, HISTORY, CULTURE, AND PRESENT SITUATIONS, AND (7) PROVIDE DIRECT PRACTICAL EXPERIENCE AT WORKING WITH MINORITY MEMBERS FROM THAT PARTICULAR POPULATION. (CH)

ORI 5087
BEEGLE, CHARLES WILLIAM
A THEORETICAL CONSTRUCT FOR SELECTION OF CONTENT IN SUPERVISION OF INSTRUCTION TRAINING.

UNIVERSITY MICROFILMS, P.O. BOX 1794, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 DISSERTATION, THE OHIO STATE UNIVERSITY

DESCRIPTORS - PERSONNEL NEEDS; *LEADERSHIP TRAINING; *SUPERVISORY TRAINING; *CURRICULUM PLANNING; MODELS; *CONCEPTUAL SCHEMES; *SKILL ANALYSIS; SUPERVISOR QUALIFICATIONS; SUPERVISORY ACTIVITIES; JOB ANALYSIS; CURRICULUM DESIGN; CURRICULUM DEVELOPMENT

ABSTRACT - THIS STUDY DEVELOPED A CONCEPTUAL STRUCTURE TO GIVE DIRECTIONS TO THE SELECTION OF CURRICULAR CONTENT FOR TRAINING PROGRAMS FOR SUPERVISORS OF INSTRUCTION. THE NATURE OF SUPERVISION AS A FIELD OF STUDY WAS EXPLICATED THROUGH THE CONSTRUCTION OF A MATRIX OUTLINING BOTH THE SKILL COMPONENTS AND THE BASIC REQUISITIONS OF SUPERVISION. THE SKILL COMPONENTS OF INSTRUCTIONAL SUPERVISION, THE SECOND DIMENSION OF THE MATRIX, EMERGED FROM AN ANALYSIS OF THE LITERATURE OF SUPERVISION. THEY INCLUDE PLANNING AND DESIGNING, EVALUATING, OBSERVING AND ANALYZING, SEARCHING AND ABSTRACTING, SYNTHESIZING AND ASSIMILATION, COMMUNICATING, AND FACILITATING AND COORDINATING. THESE SKILLS AND REQUISITIONS OF SUPERVISION DESCRIBE THE PARAMETERS OF THE FIELD. TO FOSTER THE DEVELOPMENT OF SELF-RENEWING INDIVIDUALS AS INSTRUCTIONAL SUPERVISORS, ROSS MOONEY'S MODEL OF LIFE-GIVING SYSTEMS WAS SUPERIMPOSED ON THE CONCEPTUAL STRUCTURE WHICH HAD BEEN DEVELOPED. USING A PHILOSOPHICAL-LOGICAL MODE OF INQUIRY, THE STUDY SOUGHT TO: (1) REVIEW SUPERVISOR AS A FIELD, (2) IDENTIFY THE DIMENSIONS OF THE SUPERVISOR OF INSTRUCTION, (3) IDENTIFY SOURCES OF DATA, (4) EXPLICATE THE CONCEPTS OF CURRICULUM CONTENT IN TERMS OF THE ABOVE, (5) GENERATE A MODEL INCORPORATING THEM, AND (6) GENERALIZE THE FINDINGS WARRANTED BY THE STUDY. (CH)

ORI 5088
THE 1970-71 REVISION OF THE FIVE-YEAR MASTER PLAN FOR INSERVICE TEACHER EDUCATION.

PINELLAS COUNTY SCHOOL BOARD, FLA.

PUB DATE - 1JUN70 210P.

DESCRIPTORS - *INSERVICE TEACHER EDUCATION; TEACHER IMPROVEMENT; *ADMINISTRATOR GUIDES; *MASTER PLANS; INSERVICE COURSES; PROFESSIONAL TRAINING
IDENTIFIERS - PINELLAS COUNTY

ABSTRACT - THE MASTER PLAN IS A COMPREHENSIVE PLANNING OR ORGANIZATIONAL GUIDE FOR THE IMPLEMENTING OF INSERVICE EDUCATION FOR TEACHERS AND SUPPORTIVE PERSONNEL FOR GRADES K-12. THE PLAN IS COMPOSED OF A SERIES OF COMPONENTS, EACH DESIGNED TO CONTRIBUTE TO THE ACCOMPLISHMENT OF ONE OR MORE OF THESE OBJECTIVES: (1) ASSIST THE PROFESSIONAL STAFF IN DEVELOPING CURRICULA RELEVANT TO THE NEEDS OF STUDENTS, (2) INCREASE THE UNDERSTANDING OF CERTIFICATED PERSONNEL, CONSONANT WITH VARYING NEEDS, IN THE AREAS OF PROFESSIONALISM, COMMUNITY RELATIONS, PUPIL RELATIONS, AND RELATIONS WITH COLLEAGUES, (3) BROADEN AND DEEPEN THE KNOWLEDGE OF INDIVIDUALS IN THEIR RESPECTIVE AREAS OF RESPONSIBILITY, (4) INCREASE THE COMPETENCIES OF THE PROFESSIONAL STAFF IN THEIR RESPECTIVE DISCIPLINES, (5) INTRODUCE THE PROFESSIONAL STAFF TO INNOVATIVE TECHNIQUES OF TEACHING AND DEVELOP THEIR SKILLS IN UTILIZING THEM, (6) FURNISH OPPORTUNITIES AND INCENTIVES FOR PEOPLE TO PARTICIPATE IN EXPLORATORY ACTIVITIES, (7) HELP TEACHERS AND ADMINISTRATORS TO DEEPEN AWARENESS OF THEIR FEELINGS AND THE FEELINGS OF OTHERS, ENHANCE APPRECIATION OF THEIR OWN POTENTIAL, AND IMPROVE THEIR ATTITUDES TOWARDS THE SCHOOL ENVIRONMENT, AND (8) IMPROVE THE RACIAL INTEGRATION PROCESS AND ENRICH THE EDUCATIONAL EXPERIENCE FOR ALL CONCERNED. (CH)

ORI 5089 ED 042 436
ROMNEY, MILES C.
A PLAN FOR THE IMPROVEMENT OF TEACHING IN STATE SYSTEM INSTITUTIONS, 1969-1971. PROGRESS REPORT II. DISCUSSION OF THE REQUEST TO THE LEGISLATURE FOR $1 MILLION IN THE 1969-70 BIENNIUM FOR IMPROVEMENT OF INSTRUCTION.

OREGON STATE SYSTEM OF HIGHER EDUCATION, PORTLAND. OFFICE OF ACADEMIC AFFAIRS.
EDRS PRICE MF-$0.25 HC-$1.15
PUB DATE - FEB 69 21P.

DESCRIPTORS - COLLEGE FACULTY; CURRICULUM DEVELOPMENT; EDUCATIONAL IMPROVEMENT; *EFFECTIVE TEACHING; *HIGHER EDUCATION; *INNOVATION; *INSTRUCTIONAL IMPROVEMENT; MULTIMEDIA INSTRUCTION; STUDENT PARTICIPATION; *TEACHING; TEACHING METHODS
IDENTIFIERS - *OREGON

ABSTRACT - THIS REPORT REVIEWS THE APPROPRIATION REQUEST TO THE OREGON LEGISLATURE. IT REPEATS TWO SECTIONS OF THE FIRST REPORT (HE 001 687) DEALING RESPECTIVELY WITH THE BASIC ASSUMPTIONS UNDERLYING AN EFFECTIVE PROGRAM OF INSTRUCTIONAL IMPROVEMENT, AND THE PLAN ITSELF, WHICH OUTLINES MEASURES INSTITUTIONS CAN TAKE TO IMPROVE THE CURRICULUM AND INSTRUCTION. THE REMAINDER OF THE REPORT OUTLINES THE USES OF THE REQUESTED FUNDS, IF PROVIDED BY THE LEGISLATURE. THESE INCLUDE: THE ESTABLISHMENT AT EACH INSTITUTION IN THE STATE SYSTEM OF AN AGENCY RESPONSIBLE FOR: STIMULATING FACULTY AWARENESS OF

INSTITUTIONAL INTEREST IN INSTRUCTIONAL AND CURRICULAR IMPROVEMENT; STIMULATING INNOVATIVE EFFORTS TOWARD GREATER TEACHING-LEARNING EFFICIENCY; COORDINATING THE EXPERTISE AVAILABLE IN THE INSTITUTION; AND DISSEMINATING TO THE FACULTY INFORMATION CONCERNING AVAILABLE RESOURCES AND PROGRESS IN RESEARCH ON CURRICULAR AND INSTRUCTIONAL INNOVATION. THE FUNDS WOULD ALSO SUPPORT FACULTY PROJECTS THAT: AIM TO DEVELOP UNDERGRADUATE COURSES WHICH EMPHASIZE STUDENT-DIRECTED STUDY AND LEARNING; EXPERIMENT WITH THE USE OF TELEVISION AND VIDEO TAPE TECHNIQUES; AND EXPERIMENT WITH THE USE OF UNDERGRADUATES AS TEACHERS; AND PROMOTE RESEARCH ON TEACHING. (AF)

ORDI 5090 ED 013 241
BOWMAN, GARDA W. ; KLOPF, GORDON J.
NEW CAREERS AND ROLES IN THE AMERICAN SCHOOL. REPORT OF PHASE ONE, A STUDY OF AUXILIARY PERSONNEL IN EDUCATION.

BANK STREET COLL. OF EDUCATION, NEW YORK, N.Y.
EDRS PRICE MF-$1.00 HC-$9.52
PUB DATE - SEP67 238P.

DESCRIPTORS - ADMINISTRATION; AUXILIARY LABORERS; EDUCATIONAL OBJECTIVES; *EDUCATIONAL PROGRAMS; *PROGRAM DEVELOPMENT; PROGRAM EVALUATION; *SCHOOL PERSONNEL; *TEACHER AIDES; TEACHER EDUCATION; *TEACHER ROLE; TEACHERS

ABSTRACT - BECAUSE OF THE COMMON PRACTICE OF HIRING UNTRAINED AUXILIARY SCHOOL PERSONNEL, 11 DEMONSTRATION TRAINING PROGRAMS WERE ANALYZED TO PROVIDE GUIDELINES FOR FUTURE TRAINING OF SUCH PERSONNEL. THIS REPORT SUGGESTS THAT SUCH PERSONNEL NOT ONLY AID TEACHERS AND ADMINISTRATORS IN RELIEVING THEM OF DUTIES, BUT ALSO FIND EMPLOYMENT AND TRAINING FOR THEMSELVES. OFTEN THEY PROVIDE NEEDED INDIVIDUAL ATTENTION FOR PUPILS. INITIAL PROBLEMS CENTERED AROUND THE RELATIONSHIP OF THE AUXILIARIES TO THE PROFESSIONALS. THE PRELIMINARY INDICATIONS OF THE DEMONSTRATION TRAINING PROGRAMS ARE THAT CERTAIN PRECONDITIONS ARE NECESSARY FOR SUCCESS--(1) ROLE DEFINITION AND DEVELOPMENT SHOULD BE CARRIED OUT IN TERMS OF THE CLASSROOM DUTIES OF BOTH THE PROFESSIONAL AND THE NONPROFESSIONAL, (2) TRAINING SHOULD ENCOMPASS TEACHERS AND ADMINISTRATORS, TOO, AND SHOULD BE EXTENDED TO PROVIDE FOR INSERVICE PROGRAMS AND COOPERATION WITH LOCAL HIGHER EDUCATION FACILITIES, AND (3) INSTITUTIONALIZATION SHOULD OCCUR TO INCORPORATE THE AUXILIARY PERSONNEL INTO THE SYSTEM. THE INSTITUTIONALIZATION WOULD PROVIDE FOR THE INTEGRATION OF THE AUXILIARIES INTO THE SYSTEM AS PERMANENT PERSONNEL, WITH A CLEAR STATEMENT OF GOALS AND PROCEDURES WORKED OUT IN ADVANCE FOR SPECIFIC TASKS. ALSO THE AUXILIARIES SHOULD BE OFFERED OPPORTUNITIES FOR UPWARD MOBILITY SUCH AS FURTHER EDUCATION BUT NOT COMPELLED TO ACCEPT THEM. (RP)

ORI 5101 ED 025 036
BASH, JAMES H.; MORRIS, THOMAS J.
PLANNING AND IMPLEMENTING IN-SERVICE EDUCATION PROGRAMS IN DESEGREGATED SCHOOLS. A GUIDEBOOK.

PHI DELTA KAPPA, BLOOMINGTON, IND.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$1.95
PHI DELTA KAPPA, EIGHTH AND UNION, BLOOMINGTON, INDIANA 47401 ($.50).
PUB DATE - 68 37P.

DESCRIPTORS - ADMINISTRATIVE PERSONNEL; CURRICULUM PROBLEMS; *EQUAL EDUCATION; GUIDELINES; HUMAN RELATIONS; *INSERVICE EDUCATION; INSTITUTES (TRAINING PROGRAMS); INSTRUCTIONAL IMPROVEMENT; *PROGRAM PLANNING; *SCHOOL INTEGRATION; SCHOOL SYSTEMS; *TEACHER EDUCATION

ABSTRACT - INSERVICE PROGRAMS IN SELECTED SOUTHERN SCHOOL SYSTEMS EXPERIENCING DESEGREGATION ARE DESCRIBED WITH THE INTENT TO GUIDE ADMINISTRATORS AND TEACHERS IN DEVELOPING AND EXTENDING SIMILAR PROGRAMS IN THEIR OWN DISTRICTS. INTERVIEWS WITH SUPERINTENDENTS, PRINCIPALS, TEACHERS, AND OTHER PROFESSIONAL PERSONNEL REVEALED WIDE VARIATION AMONG INSERVICE EDUCATION PRACTICES. SUGGESTIONS AND CAUTIONS TO BE FOLLOWED IN PLANNING, DEVELOPING, AND IMPLEMENTING EFFECTIVE INSERVICE PROGRAMS RELATED TO PROBLEMS OF SCHOOL DESEGREGATION ARE ALSO LISTED. SPECIAL INSTITUTES SUPPORTED BY USOE FUNDS UNDER TITLE IV OF THE CIVIL RIGHTS ACT (P. L. 88-352), WHICH WERE HELD DURING THE SUMMER OF 1967 FOR INSERVICE PERSONNEL ON COLLEGE AND UNIVERSITY CAMPUSES IN 14 STATES, ARE DESCRIBED. (HW)

ORI 5102 ED 019 739
LORBER, NEIL M.
EVALUATING OPERATION LEADERSHIP--THE PRINCIPAL INTERNSHIP PROGRAM, APRIL-JUNE, 1967.

NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y. BUREAU OF EDUCATIONAL RESEARCH.
EDRS PRICE MF-$0.25 HC-$1.52
PUB DATE - DEC67 36P.

DESCRIPTORS - CASE STUDIES (EDUCATION); CONFERENCES; *DISADVANTAGED SCHOOLS; ELEMENTARY SCHOOLS; *FIELD EXPERIENCE PROGRAMS; HIGH SCHOOLS; *INTERNSHIP PROGRAMS; OBSERVATION; *PRINCIPALS; PROGRAM EVALUATION; QUESTIONNAIRES; *SCHOOL ADMINISTRATION; SIMULATION; URBAN EDUCATION; WORKSHOPS
IDENTIFIERS - BROOKLYN

ABSTRACT - IN THE SPRING OF 1967, EIGHTEEN ASSISTANT PRINCIPALS AND DEPARTMENT CHAIRMEN WHO WERE AWAITING APPOINTMENTS AS PRINCIPALS OF NEW YORK CITY SCHOOLS WITH A PREPONDERANCE OF DISADVANTAGED PUPILS WERE ASSIGNED TO A TEN-WEEK INTERNSHIP PROGRAM. THIS PROGRAM WAS DESIGNED TO PROVIDE THEM WITH THE OPPORTUNITY FOR CLOSE OBSERVATION OF SCHOOL OPERATIONS, FOR PARTICIPATION IN SCHOOL DECISIONMAKING, AND FOR INVOLVEMENT IN COMMUNITY ACTIVITIES, SUPERVISION, AND THE PLANNING OF IMPROVED INSTRUCTION. EACH INTERN WAS ASSIGNED TO AN EXPERIENCED AND SUCCESSFUL HOST PRINCIPAL OF A SCHOOL SERVING DISADVANTAGED PUPILS. INTERNS SPENT THREE DAYS OF EACH WEEK IN THEIR HOST ELEMENTARY SCHOOL OR HIGH SCHOOL

AND TWO DAYS IN SEMINARS AND WORKSHOPS. TRAINING TECHNIQUES INCLUDED OPEN-ENDED CASE STUDIES, SIMULATED PROBLEM INCIDENTS PRESENTED OVER CLOSED-CIRCUIT TELEVISION, AND FOLLOW-UP SUPPORT AFTER APPOINTMENT OF INTERNS TO PRINCIPALSHIPS. PROGRAM EVALUATION METHODS INCLUDED EXAMINATION OF THE INTERNS' LOGS, ANALYSIS OF QUESTIONNAIRE REPLIES FROM INTERNS AND HOST PRINCIPALS, AND APPRAISAL OF OBSERVATIONS MADE AT WORKSHOPS, SEMINARS, AND SCHOOLS. AS CONFIRMED BY QUESTIONNAIRE RESPONSES AND RELATED REPORTS, THE PROJECT SUCCEEDED IN PROVIDING INTERNS WITH RICH PROFESSIONAL AND PERSONAL EXPERIENCE IN ADVANCED ADMINISTRATIVE TRAINING AND HUMAN RELATIONS SKILLS. (JK)

ORI 5103 ED 022 263
LEEPER, ROBERT R., ED.
ROLE OF SUPERVISOR AND CURRICULUM DIRECTOR IN A CLIMATE OF CHANGE. 1965 YEARBOOK.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, WASHINGTON, D.C.
EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS.
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 ($4.50)
PUB DATE - 65 180P.

DESCRIPTORS - ADMINISTRATIVE ORGANIZATION; *ADMINISTRATOR ROLE; ADMINISTRATOR SELECTION; CLASS ORGANIZATION; *CURRICULUM DEVELOPMENT; *CURRICULUM PLANNING; *EDUCATIONAL CHANGE; EDUCATIONAL OBJECTIVES; ELEMENTARY SCHOOL CURRICULUM; EVALUATION CRITERIA; HIGH SCHOOL CURRICULUM; INDIVIDUALIZED CURRICULUM; *SUPERVISORS; TEACHER EDUCATION

ABSTRACT - CHAPTER 1 OF THIS YEARBOOK DESCRIBES THE CURRENT EDUCATIONAL MILIEU, DISCUSSES RECENT EDUCATIONAL CHANGES AND IMPLICATIONS FOR EDUCATIONAL CHANGE, AND NOTES BOTH PROBLEMS WHICH HAVE HINDERED PROGRESS AND POSSIBLE SOLUTIONS. CHAPTER 2 INDICATES THAT MORE THAN SCHOLARSHIP IN A SUBJECT IS NEEDED IN TEACHING, AND SUGGESTS POSSIBLE CLASSROOM ORGANIZATIONAL PATTERNS WHICH PLACE THE FOCUS OF EDUCATION ON THE INDIVIDUAL. CHAPTER 3 DESCRIBES THE EMERGING FUNCTIONS OF THE SUPERVISOR AND CURRICULUM LEADER, AND SUGGESTS STAFF ORGANIZATIONAL PATTERNS FOR CURRICULUM IMPLEMENTATION AND DEVELOPMENT AND FOR IMPROVEMENT OF TEACHING. CHAPTER 4 SUGGESTS THAT THESE NEW FUNCTIONS REQUIRE NEW COMPETENCIES, MORE THOROUGH PREPARATION, AND CLEARER STANDARDS OF PROFESSIONALISM. CHAPTER 5 DESCRIBES PROMISING NEW CURRICULUM PRACTICES ON THE ELEMENTARY AND SECONDARY LEVELS. CHAPTER 6 DESCRIBES CONCEPTUAL TOOLS NEEDED BY THE PROFESSIONAL SUPERVISOR AND CURRICULUM SPECIALIST IN THE FUTURE, AND POINTS THE WAY FOR DEVELOPMENT OF SUCH TOOLS. (TT)

ORI 5104 ED 017 596
STROM, ROBERT D.
THE PREFACE PLAN, A NEW CONCEPT OF INSERVICE TRAINING FOR TEACHERS NEWLY ASSIGNED TO URBAN NEIGHBORHOODS OF LOW INCOME. FINAL REPORT.

OHIO STATE UNIV., COLUMBUS.
EDRS PRICE MF-$0.50 HC-$4.60
OEC-3-6-061365-0711 24
BR-6-1365
PUB DATE - AUG67 113P.

DESCRIPTORS - *DISADVANTAGED YOUTH; DISCIPLINE PROBLEMS; FILMS; HOME VISITS; *INSERVICE TEACHER EDUCATION; JUVENILE COURTS; LECTURE; LOW INCOME GROUPS; MEETINGS; OBSERVATION; PARENT ATTITUDES; RESOURCE TEACHERS; *SUMMER WORKSHOPS; TABLES (DATA); TEACHER ATTITUDES; *TEACHER PERSISTENCE; TEACHING; *TRAINING OBJECTIVES; URBAN AREAS

ABSTRACT - AN INSERVICE TRAINING PROGRAM CONCENTRATED ON INCREASING THE CONFIDENCE AND COMPETENCE OF TEACHERS NEWLY ASSIGNED TO SCHOOLS IN LOW INCOME NEIGHBORHOODS. TWENTY-ONE TEACHERS (NINE WITH NO PREVIOUS TEACHING EXPERIENCE) WHO HAD ACCEPTED POSITIONS FOR THE FOLLOWING FALL WERE GIVEN A 6-WEEK SUMMER WORKSHOP WHICH INCLUDED LECTURES, HOME VISITS, FILMS, JUVENILE COURT ATTENDANCE, TEACHING SMALL GROUPS OF CHILDREN, AND SPEAKING WITH MOTHERS RECEIVING AID TO DEPENDENT CHILDREN. RESOURCE TEACHERS WHO WOULD WORK WITH THEM DURING THE YEAR ALSO ATTENDED. THE TEACHERS FELT MORE CONFIDENT AT THE END OF THE SUMMER AND PARTICULARLY VALUED THEIR DIRECT EXPERIENCES. RESOURCE TEACHERS, BUILDING PRINCIPALS, AND THE PROJECT DIRECTOR OBSERVED EACH TEACHER'S CLASSROOM DURING THE YEAR AND OFFERED HELP IN DIFFICULT AREAS. MONTHLY INSERVICE MEETINGS WERE ALSO HELD. DURING THE SCHOOL YEAR DISCIPLINE WAS VIEWED AS THE GREATEST PROBLEM, BUT IT IMPROVED AS THE YEAR PROGRESSED. AT THE END OF THE YEAR 19 OF THE TEACHERS WERE RANKED BY THEIR PRINCIPALS AS AVERAGE OR ABOVE, AND 20 ELECTED TO TEACH IN A LOW INCOME SETTING, IN COMPARISON WITH THE EIGHT WHO DID SO AT THE BEGINNING OF THE PROGRAM. (AF)

ORI 5105 ED 030 824
MCFANN, HOWARD H., AND OTHERS
INNOVATIONS FOR TRAINING.

GEORGE WASHINGTON UNIV., ALEXANDRIA, VA. HUMAN RESOURCES RESEARCH OFFICE.
DOCUMENT NOT AVAILABLE FROM EDRS.
CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151 (AD-685-498, MF $.65, $3.00).
PUB DATE - FEB 69 46P.

DESCRIPTORS - *COMPUTER ASSISTED INSTRUCTION; DECISION MAKING; EDUCATIONAL INNOVATION; EVALUATION TECHNIQUES; *INDIVIDUALIZED INSTRUCTION; *MILITARY TRAINING; MODELS; PROGRAM ADMINISTRATION; *PROGRAMED INSTRUCTION; RESEARCH; *STUDENT MOTIVATION
IDENTIFIERS - *PROJECT IMPACT; UNITED STATES ARMY

ABSTRACT - FOUR PAPERS ON RESEARCH AND INNOVATION IN MILITARY TRAINING WITHIN THE ARMY TRAINING SYSTEM DEAL WITH PROCEDURES FOR INDIVIDUALIZING TRAINING, THE PROJECT IMPACT PROTOTYPE SYSTEM OF COMPUTER ASSISTED AND PROGRAMED INSTRUCTIONS, STUDENT MOTIVATION AND PERFORMANCE, AND PROSPECTS FOR THE 1970'S AND 1980'S, AND THE IMPLICATIONS OF RESEARCH IN LEARNING PROCESSES, INDIVIDUAL DIFFERENCES, AND TRAINING MANAGEMENT.

TRAINING STRATEGIES BASED ON FLEXIBLE CURRICULUM PLANNING ARE ADVOCATED, AND INDIVIDUAL FACTORS (ABILITY AS AFFECTED BY CONTENT, ORGANIZATION AND SEQUENCING, METHODS OR MEDIA, STUDENT MOTIVATION, AND TRAINING MANAGEMENT) ARE DESCRIBED. THE PROJECT IMPACT STUDY CONSIDERS SUCH ELEMENTS AS HARDWARE, SOFTWARE, A DECISION MAKING MODEL, AND INSTRUCTIONAL INTERACTION. CONCEPTS OF PERFORMANCE, INDIVIDUAL AND GROUP MOTIVATION, GOALS AND REWARDS, AND INCETIVE SCHEDULES ARE DISCUSSED IN THE MOTIVATION STUDY, TOGETHER WITH ISSUES IN COURSE MANAGEMENT. THE DOCUMENT INCLUDES EIGHT FIGURES AND SIX REFERENCES. (LY)

ORI 5106 ED 032 485
THE TRAINING DIRECTOR'S GUIDE. VOLUME 1. ADMINISTRATION OF TRAINING. VOLUME 2. INSTRUCTIONAL PRACTICES.

CANADIAN DEPT. OF MANPOWER AND IMMIGRATION, OTTAWA (ONTARIO).
DOCUMENT NOT AVAILABLE FROM EDRS.
QUEEN'S PRINTER AND CONTROLLER OF STATIONERY, OTTAWA, ONTARIO, CANADA (CATALOG NO. MP52-268-1 AND 2)
PUB DATE - 68 291P.

DESCRIPTORS - ADULT LEARNING; AUDIOVISUAL AIDS; COUNSELING; COURSE CONTENT; EDUCATIONAL METHODS; EVALUATION TECHNIQUES; FACILITIES; *GUIDES; *INDUSTRIAL TRAINING; INSTRUCTIONAL STAFF; JOB ANALYSIS; POLICY FORMATION; *PROGRAM ADMINISTRATION; *PROGRAM PLANNING; RECORDS (FORMS); SELECTION; TESTING; TRAINEES; TRAINING TECHNIQUES

ABSTRACT - THIS GUIDE TO EMPLOYEE DEVELOPMENT WITHIN INDUSTRY APPEARS IN TWO SECTIONS: VOLUME 1, ADMINISTRATIVE GUIDELINES FOR TRAINING DIRECTORS; AND VOLUME 2, INSTRUCTIONAL PRACTICES FOR TRAINING STAFFS. CONSIDERATIONS IN FORMULATING TRAINING POLICIES, STEPS IN ORGANIZING THE TRAINING FUNCTION, IDENTIFICATION AND ANALYSIS OF TRAINING NEEDS, EMPLOYEE COUNSELING, TRAINEE SELECTION, COMMUNITY TRAINING RESOURCES, ADMINISTRATIVE CONTROL PROCEDURES, AND EVALUATION INSTRUMENTS AND TECHNIQUES, ARE COVERED IN THE FIRST PART. THE SECOND SECTION DEALS WITH ADULT LEARNING, CHARACTERISTICS OF ADULT STUDENTS, DEVELOPING COURSE CONTENT, CHOOSING AND TRAINING INSTRUCTORS, SPECIFIC METHODS AND TECHNIQUES (INCLUDING LECTURES, DISCUSSION, DEMONSTRATION, PROGRAMED INSTRUCTION, ROLE PLAYING, QUESTIONING, PROJECT ASSIGNMENTS, AND SENSITIVITY TRAINING), APPROPRIATE CLASSROOM LAYOUTS, ELECTROMECHANICAL AND OTHER TRAINING AIDS, AND THE PREPARATION AND USE OF TESTS AND EXAMINATIONS. ALSO INCLUDED ARE EXAMPLES OF TRAINING POLICIES AND REPORT FORMS, APPENDIXES ON TESTING, SUBJECT OUTLINES, ANALYSES OF SHOP TECHNIQUE AND FAULT FINDING IN THE RADIO AND TELEVISION TRADE, AND SELECTED TRAINING DIRECTOR DUTIES. (LY)

ORI 5107 ED 050 843
INSTRUCTIONAL IMPROVEMENT IN MIDDLE AND JUNIOR HIGH GRADES FOR 250 TEACHERS OF DISADVANTAGED STUDENTS IN TEN RURAL, ISOLATED, MAJORITY NEGRO, GEORGIA SCHOOL DISTRICTS. DIRECTOR'S REPORT.

GEORGIA UNIV., ATHENS.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT.
EDRS PRICE MF-$0.65 HC-$6.58
OEG-0-9-204828-2293-725
PUB DATE - AUG 70 128P.

DESCRIPTORS - BIRACIAL SCHOOLS; CULTURALLY DISADVANTAGED; CURRICULUM DEVELOPMENT; *DISADVANTAGED SCHOOLS; *INSERVICE TEACHER EDUCATION; *NEGROES; PROGRAM DEVELOPMENT; *RURAL EDUCATION; SELF CONCEPT; *TEACHER IMPROVEMENT
IDENTIFIERS - *GEORGIA

ABSTRACT - UTILIZING SUMMER CONFERENCES, SEMINAR ACTIVITIES, AND BI-WEEKLY CONTACT WITH A MEMBER OF THE UNIVERSITY OF GEORGIA STAFF, THIS PROJECT SOUGHT IMPROVEMENT FOR TEACHERS OF DISADVANTAGED STUDENTS. SOME 120 TEACHERS IN 10 LOCAL SCHOOL SYSTEMS RECEIVED PERSONAL, CONCERNED, AND PROFESSIONAL ASSISTANCE FOR 1 FULL YEAR. THE TEACHER POPULATION WAS DRAWN FROM RURAL, ISOLATED MAJORITY-NEGRO SCHOOL SYSTEMS IN GEORGIA. THE MOST IMPORTANT CONTRIBUTIONS OF THIS PROJECT RESULTED FROM EFFORTS (1) TO INTRODUCE, AND GUIDE IMPLEMENTATION OF, MORE APPROPRIATE INSTRUCTIONAL METHODS IN CLASSROOMS; (2) TO REVIEW AND UPDATE INDIVIDUAL TEACHERS IN THEIR CONTENT AREAS; AND (3) TO CHANGE SELF ATTITUDES. FIVE FORMAL EVALUATIVE DEVICES WERE USED: TENNESSEE SELF CONCEPT SCALE, ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE, MEASURES OF ATTITUDES (SEMANTIC DIFFERENTIAL), OBJECTIVES OF PROGRAMS FOR THE DISADVANTAGED (RANKING), AND PROGRAM PRACTICES FOR DISADVANTAGED CHILDREN (PRIORITY RATING OF 24 PROGRAM PRACTICES). RESULTS FROM THE FIRST OF THESE DEVICES SUGGEST THAT THE TEACHERS SERVED GAINED POSITIVE ATTITUDES ABOUT THEMSELVES. THE MAJOR STRENGTH OF THE PROJECT LAY IN ITS CONDUCT IN THE FIELD RATHER THAN UNDER LABORATORY CONDITIONS. APPROXIMATELY 110 PAGES OF APPENDICES PROVIDE PAPERS PRESENTED AT THE NATIONAL CONFERENCE FOR SUPERVISION AND CURRICULUM DEVELOPMENT, FORMAL EVALUATION DEVICES USED IN THE PROJECT, AND OTHER PROJECT-RELATED MATERIALS. (MJB)

ORI 5108 ED 043 563
ORNSTEIN, ALLAN C.
SELECTED TEACHER BEHAVIORS CONSIDERED AS A BASIS FOR REPORTING RECOMMENDED STRATEGIES FOR TEACHING THE DISADVANTAGED: A REVIEW.

NEW YORK UNIV., N.Y.
EDRS PRICE MF-$0.25 HC-$1.25
PUB DATE - 70 23P.

DESCRIPTORS - AFFECTIVE BEHAVIOR; CLASS MANAGEMENT; COGNITIVE DEVELOPMENT; *DISADVANTAGED YOUTH; *TEACHER BEHAVIOR

ABSTRACT - THIS PAPER REVIEWS THE RESEARCH AND COMMENTARY LITERATURE ON TECHNIQUES, TRAITS, AND SUCCESS FACTORS FOR TEACHERS OF THE DISADVANTAGED. THE AUTHOR CATEGORIZES AND DISCUSSES BEHAVIORS FOR TEACHERS OF THE DISADVANTAGED WITHIN FOUR SELECTED DIMENSIONS: 1) AFFECTIVE (RELATED TO THE

TEACHER'S ATTITUDES, EMOTIONS, FEELINGS, AND VALUES), 2) COGNITIVE (RELATED TO THE TEACHING OF A SUBJECT AND THE TEACHER'S DEVELOPMENT OF THE STUDENTS' INTELLECTUAL COMPETENCIES), 3) CONTROLLING (RELATED TO THE TEACHER'S ORDER, PLANNING, TASKS, RESPONSIBILITY, AND SYSTEMIZATION), AND 4) STABLE (RELATED TO THE TEACHER'S CALMNESS, OBJECTIVITY, CONSISTENCY, CONFIDENCE, AND ALERTNESS). THE BRIEF SUMMARY SECTION CONCLUDES THAT ALTHOUGH RESEARCH ON TEACHER BEHAVIOR IS IMPRESSIVE IN QUANTITY, THE RESULTS ARE CONTRADICTORY AND CONCERN FOR TEACHERS OF THE DISADVANTAGED INADEQUATE AND THAT THIS REVIEW, WHILE NOT PROVIDING ANSWERS, MIGHT BE USED AS A REFERENCE POINT IN SEEKING ANSWERS TO QUESTIONS ON WHAT BEHAVIOR IS DESIRABLE FOR TEACHERS OF THE DISADVANTAGED. ONE HUNDRED FORTY-TWO REFERENCES ARE CITED, NEARLY ALL PUBLISHED IN THE 1960'S. (JS)

ORI 5109 ED 029 849
AMIDON, EDMUND J., ED.; HOUGH, JOHN J., ED.
INTERACTION ANALYSIS: THEORY, RESEARCH AND APPLICATION.

DOCUMENT NOT AVAILABLE FROM EDRS.
ADDISON-WESLEY PUBLISHING COMPANY, READING, MASSACHUSETTS (PAPER, $4.50).
PUB DATE - 67 402P.

DESCRIPTORS - *BEHAVIOR THEORIES; CLASSROOM COMMUNICATION; CLASSROOM ENVIRONMENT; CLASSROOM OBSERVATION TECHNIQUES; *EDUCATIONAL RESEARCH; *INTERACTION PROCESS ANALYSIS; STUDENT TEACHER RELATIONSHIP; *TEACHER EDUCATION; VERBAL COMMUNICATION
IDENTIFIERS - *FLANDERS SYSTEM OF INTERACTION ANALYSIS

ABSTRACT - THIS VOLUME OF SELECTED READINGS DEVELOPED FOR STUDENTS AND PRACTITIONERS AT VARIOUS LEVELS OF SOPHISTICATION IS INTENDED TO BE REPRESENTATIVE OF WORK DONE TO DATE ON INTERACTION ANALYSIS. THE CONTENTS INCLUDE JOURNAL ARTICLES, PAPERS READ AT PROFESSIONAL MEETINGS, ABSTRACTS OF DOCTORAL DISSERTATIONS, AND SELECTIONS FROM LARGER MONOGRAPHS, PLUS 12 ARTICLES WRITTEN FOR THIS BOOK. THE INTRODUCTION BY NED FLANDERS DISCUSSES THE BOOK'S CONTENTS IN TERMS OF THE HISTORICAL DEVELOPMENT OF THE INTERACTION ANALYSIS SYSTEM. EDITORS AMIDON AND HOUGH PROVIDE A PREFACE SKETCHING THE THREE-CHAPTER ORGANIZATION AND CHAPTER OVERVIEWS DESIGNED TO INTEGRATE THE CONTENTS. CHAPTER 1 (BACKGROUND AND THEORY) CONTAINS SIX EARLY PAPERS ON THE THEORY OF SOCIAL-EMOTIONAL CLIMATE UPON WHICH INTERACTION ANALYSIS IS BASED. CHAPTER 2 (EXPLICATION OF THE INTERACTION ANALYSIS SYSTEM AND EMPIRICAL VALIDATION OF THE THEORY) CONSISTS OF 11 MORE TECHNICAL PAPERS DEALING WITH THE TECHNIQUE FOR RECORDING AND ANALYZING THE SPONTANEOUS CLASSROOM VERBAL BEHAVIOR OF TEACHERS AND STUDENTS AND THE USE OF THIS TECHNIQUE IN RESEARCH ON CLASSROOM CLIMATE AND ITS EFFECTS ON STUDENTS. CHAPTER 3 (APPLICATION OF THE SYSTEM TO PROBLEMS OF TEACHER EDUCATION) CONTAINS 13 PAPERS, MOST OF THEM REPORTS OF RESEARCH STUDIES MEASURING THE EFFECTS OF INTERACTION ANALYSIS TRAINING ON THE BEHAVIOR OF PRESERVICE AND INSERVICE TEACHERS. A 185-ITEM BIBLIOGRAPHY IS IS INCLUDED. (JS)

ORI 5121
HERSH, RICHARD HOWARD
AN ANALYTICAL APPROACH TO THE PROFESSIONAL EDUCATION OF TEACHERS.

UNIVERSITY MICROFILMS, P.O. BOX 1794, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 DISSERTATION, BOSTON UNIVERSITY SCHOOL OF EDUCATION

DESCRIPTORS - *PROFESSIONAL TRAINING; *INSERVICE TEACHER EDUCATION; MICRO-TEACHING; VIDEO-TAPE RECORDINGS; INTERACTION PROCESS ANALYSIS; PROFESSIONAL EDUCATION; THEMATIC APPROACH; CURRICULUM DESIGN

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO DEVELOP AN APPROACH TO THE PROFESSIONAL EDUCATION OF TEACHERS WHICH WOULD BRIDGE THE GAP BETWEEN THEORY AND PRACTICE. TO DEVELOP AN APPROACH WHICH WOULD ENABLE THE PROSPECTIVE TEACHER (1) TO UNDERSTAND THE NEED FOR THEORETICAL KNOWLEDGE, (2) TO ACQUIRE THE KNOWLEDGE IN A SETTING RELATED TO THE REALITY OF THE CLASSROOM, (3) TO APPLY IT IN ACTUAL TEACHING SITUATIONS, AND (4) TO DEVELOP THE ABILITY TO ANALYZE AND EVALUATE HIS OWN AND OTHER TEACHING BEHAVIOR, RECENT DEVELOPMENTS IN EDUCATION, MICRO-TEACHING, VIDEO-TAPE, AND INTERACTION ANALYSIS WERE EMPLOYED. THE STUDY WAS LIMITED TO THE DEVELOPMENT OF A RATIONALE FOR AN APPROACH TO THE PROFESSIONAL EDUCATION OF TEACHERS. THE RESEARCH CONCERNING MICRO-TEACHING, VIDEO-TAPE, AND INTERACTION ANALYSIS IN TEACHER PREPARATION REVEALED THAT EACH HAD BEEN SUCCESSFUL IN INTEGRATING THEORY AND PRACTICE. FINDINGS INDICATED THAT: (1) VIDEO-TAPE ALLOWS THE OBSERVER TO FOCUS ATTENTION UPON SPECIFIC BEHAVIOR WITHOUT THE MYRIAD OF ADMINISTRATIVE ARRANGEMENTS NECESSARY IN SENDING STUDENTS TO PUBLIC SCHOOLS. (2) MICRO-TEACHING IS AN EFFECTIVE MEANS OF DEVELOPING SPECIFIC TEACHING SKILLS PRIOR TO STUDENT TEACHING. (3) INTERACTION ANALYSIS SUPPLIES OBJECTIVE DATA CONCERNING PUPIL-TEACHING PATTERNS. (AUTHOR/CH)

ORI 5122 ED 003 613
KERSH, BERT Y.
CLASSROOM SIMULATION--A NEW DIMENSION IN TEACHER EDUCATION.

OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH. TEACHING RESEARCH DIV.
EDRS PRICE MF-$0.18 HC-$4.32
56
NDEA-VIIA-886
PUB DATE - 30JUN63 108P.

DESCRIPTORS - AUDIOVISUAL AIDS; *CLASSROOM TECHNIQUES; ELEMENTARY SCHOOL TEACHERS; EXPERIMENTAL PROGRAMS; EXPERIMENTAL TEACHING; GRADE 6; *INSTRUCTIONAL FILMS; METHODOLOGY; PRESERVICE EDUCATION; PROBLEM SOLVING; *SIMULATION; SOUND FILMS; *TEACHER EDUCATION; TEACHER RESPONSE; *TEACHING TECHNIQUES
IDENTIFIERS - MONMOUTH; OREGON

ABSTRACT - THE OBJECTIVES OF THIS STUDY WERE TO DEVELOP A PROGRAM OF CLASSROOM SIMULATION FOR THE PRESERVICE EDUCATION OF ELEMENTARY SCHOOL TEACHERS AND TO CONDUCT A TEST OF THAT PROGRAM. A SINGLE SIXTH-GRADE CLASSROOM WAS SIMULATED THROUGH THE USE OF FILMS AND PRINTED MATERIALS. A TEST GROUP OF 40 STUDENTS, DIVIDED INTO 4 GROUPS, WAS PRESENTED WITH 60 PROBLEM SEQUENCES. THE STUDENTS WERE ASKED TO MAKE AN APPROPRIATE RESPONSE TO EACH SITUATION AND THE EXPERIMENTER PROJECTED AN APPROPRIATE FEEDBACK SEQUENCE. FOUR METHODS WERE USED TO PRESENT THE SEQUENCES--(1) LARGE MOTION PICTURES, THE MOST REALISTIC, (2) SMALL MOTION PICTURES, INTERMEDIATE, (3) LARGE STILLS, INTERMEDIATE, AND (4) SMALL STILLS, LEAST REALISTIC. ANALYSIS OF VARIANCE IN THE POST-TEST SCORES REVEALED A SIGNIFICANT DIFFERENCE IN FAVOR OF THE SMALL STILLS, THE LEAST REALISTIC. ALL OTHER DIFFERENCES WERE INSIGNIFICANT. (PM)

ORI 5123 ED 011 591
BESSENT, E.W. , AND OTHERS
DESIGNS FOR INSERVICE EDUCATION.

TEXAS UNIV., AUSTIN. RESEARCH AND DEVELOPMENT CENTER FOR TEACHER EDUCATION.
EDRS PRICE MF-$0.18 HC-$3.08
OEC-6-10-108 24
BR-5-0249-2
PUB DATE - FEB67 77P.

DESCRIPTORS - *EDUCATIONAL METHODS; *INSERVICE TEACHER EDUCATION; *LEADERSHIP TRAINING; *ORGANIZATIONAL CLIMATE; RESOURCE TEACHERS; *TRAINING LABORATORIES
IDENTIFIERS - AUSTIN

ABSTRACT - THREE DIFFERENT APPROACHES TO INSERVICE EDUCATION WERE DESCRIBED THAT HAD BEEN DEVELOPED TO PROVIDE INDIVIDUAL TRAINING IN GROUP SESSIONS. EACH APPROACH INCLUDED A CAREFULLY PLANNED SEQUENCE OF LEARNING ACTIVITIES INTENDED TO BE PRESENTED WITHIN THE ORGANIZATIONAL CONTEXT OF THE PERSON'S WORK. SUMMER COURSES AND SUMMER WORKSHOPS WERE NOT INCLUDED IN THIS CONCEPT OF INSERVICE EDUCATION. THE LABORATORY APPROACH TO THE LEADERSHIP TRAINING OF INSTRUCTIONAL STAFF MEMBERS PRESENTED THREE ILLUSTRATIVE EXERCISES THAT DEALT WITH EVALUATING PUPILS' WORK, GROUPING PRACTICES, AND THE USE OF INBASKET ITEMS AS TRAINING MATERIALS FOR PRINCIPALS. A TRAINING APPROACH, THAT WAS PLANNED TO HELP TEACHERS IMPLEMENT INNOVATIONS IN INSTRUCTION INTO THEIR CLASSROOMS, PROVIDES TEACHER TRAINING THROUGH SIMULATION OF DIRECT EXPERIENCES WITH STUDENTS AND BY OBSERVING AND ANALYZING STUDENT CLASSROOM WORK. THIS APPROACH REQUIRES RELEASE TIME FOR OBSERVATION OF DEMONSTRATION CLASSES. A DISCUSSION OF THE THIRD APPROACH, THE TEACHING DEMONSTRATION MODEL, DESCRIBED THE DEVELOPMENT OF THE FORMAL DEMONSTRATION INTO A CAREFULLY PLANNED INSERVICE TECHNIQUE. THE FINAL CHAPTER LISTED THREE MAJOR PROPOSITIONS DESCRIBING THE BEHAVIOR OF AN ORGANIZATION AND PRESENTED A WAY OF THINKING ABOUT THE USE OF INSERVICE PROGRAMS IN ORGANIZATIONS THAT MIGHT GIVE GUIDANCE TO THE DECISIONS OF THOSE WHO PLAN AND DIRECT INSERVICE EDUCATION. (AL)

ORI 5124 ED 037 401
BEALS, PAUL E.
CLASSROOM SIMULATION AS A SUBSTITUTE FOR LIVE PRE-STUDENT-TEACHING LABORATORY EXPERIENCES.

EDRS PRICE MF-$0.25 HC-$0.75
PUB DATE - 70 13P.PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, MINNEAPOLIS, MARCH 1970

DESCRIPTORS - *FIELD EXPERIENCE PROGRAMS; PRESERVICE EDUCATION; *SIMULATION; STUDENT TEACHERS; *STUDENT TEACHING; *TEACHER ATTITUDES; *TRAINING TECHNIQUES
IDENTIFIERS - MINNESOTA TEACHER ATTITUDE INVENTORY; MTAI

ABSTRACT - A STUDY WAS CONDUCTED TO OBSERVE DIFFERENCES IN THE TEACHING PERFORMANCE OF STUDENTS WHO HAD THREE DIFFERENT TYPES OF PRE-STUDENT TEACHING LABORATORY EXPERIENCES, SOME INCLUDING SIMULATION. SUBJECTS WERE 75 STUDENT TEACHERS WHO HAD BEEN RANDOMLY ASSIGNED TO THREE GROUPS, EACH HAVING DIFFERENT LABORATORY EXPERIENCES, DURING THE PRE-STUDENT TEACHING SEMINAR: (1) 2 WEEKS OF OBSERVATION AND PARTICIPATION IN AN ELEMENTARY CLASSROOM AND 1 OF SIMULATED CLASSROOM EXPERIENCES; AND (3) 1 WEEK OF SIMULATED CLASSROOM EXPERIENCES. SIMULATION GROUPS USED PROGRAM II OF "MR. LAND'S SIXTH GRADE" IN WHICH STUDENTS RESPOND TO 20 SIMULATED CLASSROOM SITUATIONS (ON 16MM FILM) AS IF THEY WERE THE TEACHER IN THE ACTUAL CLASSROOM. DATA CONSISTED OF FOUR MEASURES OF STUDENT TEACHING PERFORMANCE, PRE-POST SEMINAR SCORES ON THE MINNESOTA TEACHER ATTITUDE INVENTORY (MTAI), AND PRE-POST SEMINAR DATA ON RESPONSE TO SIMULATED CLASSROOM SITUATIONS. ANALYSES OF VARIANCE AND PEARSON PRODUCT MOMENT CORRELATION WERE USED IN ANALYZING DATA. FINDINGS: THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN THE THREE GROUPS IN POST-SEMINAR RESPONSE TO SIMULATED CLASSROOM SITUATIONS, IN PERFORMANCE IN STUDENT TEACHING, OR IN POST-SEMINAR ATTITUDE TOWARD TEACHING. THERE WERE NO SIGNIFICANT RELATIONSHIPS BETWEEN POST-SEMINAR ATTITUDE TOWARD TEACHING AND STUDENT TEACHING PERFORMANCE AND NONE BETWEEN PRE-SEMINAR RESPONSE TO SIMULATED CLASSROOM SITUATIONS AND STUDENT TEACHING PERFORMANCE. (JS)

ORI 5142 ED 033 837
MEYER, RONALD E.
REFLECTIONS ON TITLE III: OMAHA CENTRAL READING CLINIC.

EDRS PRICE MF-$0.25 HC-$0.95
PUB DATE - MAY 69 17P.PAPER PRESENTED TO THE INTERNATIONAL READING ASSOCIATION CONFERENCE, KANSAS CITY, MO., APRIL 30-MAY 3, 1969.

DESCRIPTORS - *ADMINISTRATIVE PROBLEMS; CLINICAL DIAGNOSIS; *CLINIC PERSONNEL (SCHOOL); EVALUATION TECHNIQUES; FEDERAL PROGRAMS; FINANCIAL SUPPORT; INSERVICE EDUCATION; INSTRUCTIONAL STAFF; *READING CLINICS; *REMEDIAL READING; TEACHER PARTICIPATION; VOLUNTEER TRAINING

ABSTRACT - THE READING CLINIC, SERVICE AND

TRAINING, IN OMAHA, NEBRASKA, WAS FUNDED ITS FIRST 3 YEARS UNDER ESEA/TITLE III AND WAS SPONSORED BY THE OMAHA PUBLIC SCHOOLS. BEGINNING IN 1966, IT SHOWED SUBSTANTIAL SUCCESS IN ACHIEVING ITS FOUR GOALS: (1) THE CLINICAL DIAGNOSIS OF PUPILS REFERRED TO IT; (2) REMEDIATION OF A SELECT NUMBER OF STUDENTS; (3) INSERVICE TRAINING OF TEACHERS, COLLEGE STUDENTS, AND VOLUNTEER AIDES; AND (4) DEVELOPMENT OF AN EXEMPLARY MODEL FOR OTHER CLINICAL READING PROGRAMS IN THE AREA. AS A MODEL AND AN INNOVATIVE INFLUENCE, THE CLINIC PROVED A VALUABLE EXPERIENCE IN MEETING AND REACTING TO PROBLEMS INHERENT IN SUCH A PROGRAM. STAFFING PROBLEMS CENTERED AROUND A SHORTAGE OF TRAINED PERSONNEL AND WERE MET BY PART-TIME HIRING OF TRAINED TEACHERS AND BY TRAINING VOLUNTEERS. IN ITS FIRST 3 YEARS, FOUR CLINICIANS, 37 PROFESSIONAL STAFF MEMBERS, 20 TEACHERS, AND 22 SKILLED VOLUNTEER AIDES WERE TRAINED. PROBLEMS IN RESEARCH AND REPORTING WERE PARTIALLY MET WITH DATA-PROCESSED SUMMARY PROFILES OF THE STUDENTS; SUCH DATA PROVIDED MATERIAL FOR NUMEROUS REPORTS THAT HAVE HAD IMPACT ON REMEDIAL PROGRAMS IN SOME NEBRASKA SCHOOLS. DISSEMINATION OF THE TYPES OF INFORMATION THAT WOULD AID ACTION WAS STRESSED. FUNDING COMPLICATIONS TAUGHT THE NECESSITY OF CAREFUL FINANCIAL RECORD KEEPING AND OF FLEXIBILITY IN PLANNING. (BT)

ORI 5143
POPHAM, W. JAMES
TEACHING SKILL UNDER SCRUTINY.

PHI DELTA KAPPAN; V32 N10 PP599-602 JUN 1971
PUB DATE - JUN71

DESCRIPTORS - TEACHER EDUCATION; *INSERVICE TEACHER EDUCATION; TEACHER IMPROVEMENT; *CLINICAL EXPERIENCE; CLINIC PERSONNEL (SCHOOL); BEHAVIOR CHANGE; DECISION MAKING SKILLS; *PERFORMANCE CRITERIA; *EVALUATION TECHNIQUES; *TEACHER RATING; OBSERVATION; PERFORMANCE TESTS

ABSTRACT - THE AUTHOR PROPOSES "TEACHING PERFORMANCE TEST CLINICS" FOR BOTH PRE- AND INSERVICE EDUCATION. FOR EXAMPLE, A DEPARTMENT FACULTY COULD MEET ONCE A WEEK IN A 1-HOUR SESSION. ONE TEACHER WOULD CARRY OUT A PREPLANNED 15-MINUTE LESSON WITH SIX RANDOMLY SELECTED LEARNERS. COLLEAGUES OBSERVING LEARNERS POSTTESTED ON ATTAINMENT OF OBJECTIVES AND ON AFFECTIVE RESPONSES, WOULD THEN BE DISMISSED. STAFF WOULD CLINICALLY ANALYZE THE INSTRUCTION, NONPUNITIVELY, FOCUSING ON IMPROVING THE INSTRUCTIONAL SKILLS OF ALL PRESENT. ANALYSIS WOULD BE BASED ON RESULTS DISPLAYED BY LEARNERS. THIS PROCESS MAKES PUBLIC A TEACHER'S INSTRUCTIONAL DECISION-MAKING. IN AN EXPERIMENT USING THREE TEACHING PERFORMANCE TESTS, EXPERIENCED TEACHERS WERE NOT SIGNIFICANTLY MORE PROFICIENT THAN "PEOPLE OFF THE STREET" WITH RESPECT TO ACCOMPLISHING INTENDED BEHAVIOR CHANGES IN LEARNERS. TEACHERS ARE NOT TRAINED TO BE SKILLED GOAL ACHIEVERS. THUS, WE SHOULD PROVIDE TEACHERS WITH PRACTICE IN ORDER TO BECOME SKILLED GOAL ACHIEVERS. (CH)

ORI 5144
GASKELL, WILLIAM
THE IN-SERVICE EDUCATION POTENTIAL OF TEAM PLANNING-TEACHING.

PEABODY JOURNAL OF EDUCATION; V45 N3 NOV 1967
PUB DATE - ND

DESCRIPTORS - *LANGUAGE SKILLS; LEADERSHIP RESPONSIBILITY; *GROUP DYNAMICS; *TEAM TEACHING; *TEAM TRAINING; INSERVICE PROGRAMS; *INSERVICE TEACHER EDUCATION; INDIVIDUALIZED INSTRUCTION; LANGUAGE ARTS
IDENTIFIERS - HEBELER SCHOOL

ABSTRACT - THE HEBELER SCHOOL, AN EXPERIMENTAL SCHOOL ESTABLISHED ON THE CENTRAL WASHINGTON STATE COLLEGE CAMPUS AT ELLENSBURG, WASHINGTON, HAS ORGANIZED A MULTIGRADE PLANNING-TEACHING TEAM WHICH HAS ALLOWED THEM TO DEVELOP A PROGRAM OF SCHOOL EXPERIENCES IN WHICH THE PUPIL MAY ALWAYS MOVE FORWARD AT HIS OWN BEST PACE AND IN TERMS OF HIS DEVELOPING INTERESTS, AND ONE IN WHICH BOTH WHAT ONE LEARNS AND HOW ONE LEARNS ARE IMPORTANT. INSTRUCTIONAL LEADERSHIP IS SHARED BY THE TEAM MEMBERS, EACH SPECIALIZING TO A DEGREE IN ONE OR TWO AREAS. IN THE HEBELER PLAN, A MEMBER OF EACH TEAM SERVES IN A COORDINATING ROLE OF TEAM LEADER. SINCE PLANNING THE FUNCTIONS OF INDIVIDUAL TEACHERS ACCORDING TO THEIR STRENGTHS AND WEAKNESSES IN A CONTINUAL TASK, INSERVICE EDUCATION ALSO BECOMES A PART OF THE DAILY OPERATION. THIS DAILY COMMITMENT TO INSERVICE EDUCATION HAS PROVEN HIGHLY BENEFICIAL IN THE TRADITIONALLY DIFFICULT AREA OF LANGUAGE ARTS. THROUGH DISCUSSION AT THE TIME A QUESTION ARISES OR A NEED OCCURS, AND BY EXAMPLE AND DEMONSTRATION TEACHING, THE LANGUAGE ARTS LEADERS CONDUCT A CONTINUAL PROGRAM OF INSERVICE EDUCATION--A PROGRAM VERY MUCH BOLSTERED BY AN ON-THE-JOB TRAINING SITUATION WITH REGULAR FEEDBACK. WITH COMPETENT LANGUAGE ARTS PERSONNEL AVAILABLE TO ASK FOR HELP, TO DISCUSS PROBLEMS WITH AND TO OBSERVE, TEACHERS CAN INCREASE THEIR EFFECTIVENESS AND SECURITY IN THESE CRUCIAL LANGUAGE ARTS ACTIVITIES. (CH)

ORI 5161 ED 049 163
BICKNELL, JOHN E., AND OTHERS.
SUMMER WORKSHOP IN INDIVIDUALIZATION OF INSTRUCTION, 1970. SELECTED PAPERS.

STATE UNIV. OF NEW YORK, FREDONIA. COLL. AT FREDONIA.
EDRS PRICE MF-$0.65 HC-$6.58
PUB DATE - 70 101P.

DESCRIPTORS - *DIFFERENTIATED STAFFS; *INDIVIDUALIZED INSTRUCTION; *INDIVIDUALIZED READING; *INSERVICE TEACHER EDUCATION; MATHEMATICS INSTRUCTION; MICROTEACHING; STAFF ROLE; *STUDENT EVALUATION; STUDENT MOTIVATION; SUMMER INSTITUTES; TEACHING METHODS
IDENTIFIERS - *MINICOURSES

ABSTRACT - THIS REPORT BRIEFLY DESCRIBES A SUMMER WORKSHOP ON INDIVIDUALIZING INSTRUCTION IN WHICH 34 TEACHERS, INSTRUCTIONAL TEAM LEADERS, AND ADMINISTRATORS PARTICIPATED. IT LISTS

WORKSHOP PERSONNEL AND PARTICIPANTS. THE MAJOR PART OF THE REPORT CONSISTS OF EIGHT PAPERS WRITTEN BY WORKSHOP STAFF. TITLES ARE (1) "THE IMPORTANCE OF ASSESSMENT AND BEHAVIORAL OBJECTIVES IN INDIVIDUALIZING INSTRUCTION," (2) "OVERVIEW AND MEANING OF INDIVIDUALIZED INSTRUCTION," (3) "INDIVIDUALIZATION IN MATHEMATICS," (4) "DIFFERENTIATED STAFFING IN THE POISE MODEL," (5) "MOTIVATIONAL PROCEDURES IN THE INDIVIDUALIZATION OF INSTRUCTION," (6) "ORGANIZATION IN INDIVIDUALIZATION," (7) "INDIVIDUALLY GUIDED READING," (8) "MICROTEACHING AND THE MINICOURSE--A BRIEF OVERVIEW OF THE PROGRAMS OF THE FAR WEST LABORATORY." (RT)

ORI 5162 ED 048 975
EAUDY, VANIK S.
MODIFYING PROGRAMS OF VOCATIONAL EDUCATION TO MEET THE CHANGING NEEDS OF PEOPLE IN RURAL AREAS. INSTITUTE III, FINAL REPORT.

AUBURN UNIV., ALA.
NORTH CAROLINA STATE UNIV., RALEIGH.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BUREAU OF RESEARCH.
EDRS PRICE MF-$0.65 HC-$6.58
OEG-0-9-430472-4133(725) 52
BR-9-0472
PUB DATE - DEC 70 155P.REPORT ON INSTITUTE III OF THE NATIONAL INSERVICE TRAINING MULTIPLE INSTITUTES FOR VOCATIONAL AND RELATED PERSONNEL IN RURAL AREAS,

DESCRIPTORS - *ADULT VOCATIONAL EDUCATION; COMMUNITY COORDINATION; CURRICULUM DEVELOPMENT; *EDUCATIONAL NEEDS; EDUCATIONAL TECHNOLOGY; HUMAN RESOURCES; *PROGRAM IMPROVEMENT; *RURAL YOUTH; *VOCATIONAL EDUCATION; VOCATIONAL REHABILITATION

ABSTRACT - THE CENTRAL PURPOSE OF INSTITUTE III WAS TO BRING TOGETHER A TASK FORCE OF VOCATIONAL AND RELATED PERSONNEL SERVING RURAL AREAS THROUGHOUT THE UNITED STATES TO CONSIDER THE MODIFICATION OF EXISTING PROGRAMS TO MEET THE CHANGING NEEDS OF RURAL PEOPLE. SPECIFIC OBJECTIVES WERE (1) TO IDENTIFY AND ASSESS THE EDUCATIONAL AND VOCATIONAL TRAINING NEEDS OF RURAL YOUTH AND ADULTS; (2) TO DEVELOP A FRAMEWORK FOR ORGANIZING AND DEVELOPING VOCATIONAL CURRICULUM, COURSES OF STUDY, AND UNITS OF INSTRUCTION DESIGNED TO MEET THE NEEDS OF RURAL PEOPLE; (3) TO DETERMINE THE APPROPRIATE HUMAN, PHYSICAL, AND FINANCIAL RESOURCES NEEDED TO CONDUCT VOCATIONAL EDUCATION PROGRAMS; (4) TO DEVELOP PRECISION IN SELECTING AND USING THE MOST EFFECTIVE EDUCATIONAL TECHNOLOGY IN PLANNING AND CONDUCTING THESE PROGRAMS; AND (5) TO PLAN WAYS TO SECURE THE COOPERATION AND COORDINATION OF SCHOOL PERSONNEL, PARENTS, BUSINESSMEN, AND OTHERS FOR VOCATIONAL EDUCATION PROGRAMS. INSTITUTE METHODS AND PROCEDURES, MAJOR PRESENTATIONS AND WORKING PAPERS, AND CONCLUSIONS AND RECOMMENDATIONS ARE INCLUDED IN THIS REPORT. (JH)

ORI 5163 ED 049 389
PROCEEDINGS OF THE TRAINING INSTITUTE FOR RURAL DISADVANTAGED, AUGUST 17-21, 1970.

MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION.
NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK.
SOUTH DAKOTA STATE DEPT. OF PUBLIC INSTRUCTION, PIERRE. DIV. OF VOCATIONAL-TECHNICAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BUREAU OF EDUCATIONAL RESEARCH AND DEVELOPMENT.
EDRS PRICE MF-$0.65 HC-$6.58
PUB DATE - 70 131P.

DESCRIPTORS - ADULT EDUCATION; COOPERATIVE EDUCATION; COUNSELORS; *CULTURALLY DISADVANTAGED; EVALUATION; GUIDANCE PROGRAMS; *INSTITUTES (TRAINING PROGRAMS); POST SECONDARY EDUCATION; *PROFESSIONAL PERSONNEL; SECONDARY EDUCATION; TEACHING TECHNIQUES; *VOCATIONAL EDUCATION

ABSTRACT - ONE HUNDRED AND NINETEEN PROFESSIONAL WORKERS IN VOCATIONAL EDUCATION, INCLUDING ADMINISTRATORS, COUNSELORS, AND TEACHERS, ATTENDED THE TRAINING INSTITUTE THAT WAS DESIGNED TO BETTER PREPARE THEM TO MEET THE NEEDS OF THE RURAL DISADVANTAGED THROUGH SECONDARY, POSTSECONDARY, AND ADULT VOCATIONAL PROGRAMS. PRESENTATIONS INCLUDED: (1) "TECHNIQUES FOR TEACHING THE DISADVANTAGED" BY CHARLES F. NICHOLS, SR., (2) "VOCATIONAL EDUCATION FOR THE DISADVANTAGED: WHAT HAS BEEN DONE" BY CHARLES H. ROGERS, (3) "GROUP GUIDANCE AND EXPLORATORY INSTRUCTION" BY DONALD PRIEBE, (4) "GROUP GUIDANCE AND EXPLORATORY INSTRUCTION" BY ODELL T. BARDUSON, (5) "ADAPTING ADULT EDUCATION TO THE DISADVANTAGED" BY EDGAR PERSONS AND GARY LESKE, (6) "ADAPTING COOPERATIVE VOCATIONAL EDUCATION PROGRAMS TO MEET THE NEEDS OF THE RURAL DISADVANTAGED" BY MAX L. AMBERSON, AND (7) "EVALUATING PROGRAMS FOR THE DISADVANTAGED" BY PAUL MARVIN AND GEORGE COPA. THE INSTITUTE WAS EVALUATED BY THE PARTICIPANTS AND A COMMITTEE, WITH THE RESULTS RECORDED IN THIS DOCUMENT. A FOLLOWUP STUDY IS TO BE MADE AVAILABLE AT A LATER DATE. (GEB)

ORI 5164 ED 048 976
WALL, JAMES E.; SHILL, JAMES F.
EXPANDING VOCATIONAL EDUCATION CURRICULUMS TO MEET THE NEEDS OF DISADVANTAGED YOUTH AND ADULTS IN RURAL AREAS. INSTITUTE IV, FINAL REPORT.

MISSISSIPPI STATE UNIV., STATE COLLEGE.
NORTH CAROLINA STATE UNIV., RALEIGH.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
BUREAU OF RESEARCH.
EDRS PRICE MF-$0.65 HC-$9.87
OEG-0-9-430472-4133(725) 52
BR-9-0472
PUB DATE - DEC 70 260P.REPORT ON INSTITUTE IV OF THE NATIONAL INSERVICE TRAINING MULTIPLE INSTITUTES FOR VOCATIONAL AND RELATED PERSONNEL IN RURAL AREAS, M

DESCRIPTORS - *ADULT VOCATIONAL EDUCATION; CURRICULUM ENRICHMENT; *ECONOMICALLY DISADVANTAGED; *PROGRAM IMPROVEMENT; RURAL AREAS; *RURAL YOUTH; SOCIAL MOBILITY;

VOCATIONAL DEVELOPMENT; *VOCATIONAL EDUCATION

ABSTRACT - INSTITUTE IV OF A SERIES OF TRAINING INSTITUTES FOR VOCATIONAL AND RELATED PERSONNEL IN RURAL AREAS FOCUSED ON INCREASING THE SOCIAL MOBILITY POTENTIAL OF DISADVANTAGED RURAL YOUTH AND ADULTS BY PROVIDING OPPORTUNITIES FOR IMPROVING OCCUPATIONAL ENTRY AND ADVANCEMENT. SPECIFIC OBJECTIVES OF THE INSTITUTE WERE TO OFFER PARTICIPANTS OPPORTUNITIES (1) TO DEVELOP OR IMPROVE ABILITIES TO DEFINE AND IDENTIFY NEEDS OF THE RURAL DISADVANTAGED; (2) TO DEVELOP SPECIFIC CONTENT AND METHODS FOR USE IN TRAINING THE RURAL DISADVANTAGED; (3) TO ASSESS CHANGES IN ATTITUDES TOWARD WORK, ASPIRATIONS, AND SELF-ESTEEM; AND (4) TO DEVELOP POST-TRAINING PROCEDURES, STRUCTURES, AND RELATIONSHIPS NECESSARY FOR SECURING SATISFACTORY OCCUPATIONAL ADJUSTMENT AND ADVANCEMENT. RECOMMENDATIONS INCLUDED THAT CONSIDERATION BE GIVEN (1) TO OBTAINING OR PRODUCING CURRICULUM MATERIALS AT READING LEVELS COMMENSURATE TO DISADVANTAGED STUDENTS' ABILITIES, (2) TO FUNDING PROJECTS IN WHICH TEACHERS OF THE DISADVANTAGED AND THEIR STUDENTS ARE UTILIZED IN DEVELOPING AND TESTING MATERIALS, AND (3) TO FUNDING A PROJECT TO STUDY THE SEQUENTIAL ASPECTS OF VOCATIONAL-TECHNICAL CURRICULUM ELEMENTS. INSTITUTE PROCEDURES AND EVALUATION, A LIST OF PARTICIPANTS, AND THE TEXTS OF 17 PRESENTATIONS ARE INCLUDED IN THE REPORT. (JH)

ORI 5165 ED 010 074
SWEENEY, THOMAS J.
A DEVELOPMENTAL PROGRAM FOR VOCATIONAL COUNSELORS DIRECTED TOWARD SERVING DISADVANTAGED YOUTH MORE EFFECTIVELY.

SOUTH CAROLINA UNIV., COLUMBIA. SCHOOL OF EDUCATION.
EDRS PRICE MF-$0.18 HC-$2.72
08
BR-5-0124
PUB DATE - 66 66P.

DESCRIPTORS - COOPERATIVE PROGRAMS; *COUNSELOR TRAINING; *DISADVANTAGED YOUTH; FIELD TRIPS; *INSERVICE COURSES; *INSTITUTE TYPE COURSES; *VOCATIONAL COUNSELING
IDENTIFIERS - COLUMBIA; SOUTH CAROLINA

ABSTRACT - A 2-WEEK SUMMER INSTITUTE WAS CONDUCTED TO SERVE AS INSERVICE TRAINING FOR A GROUP OF 29 COUNSELORS IN EMPLOYMENT, TRADE, TECHNICAL, AND SCHOOL SETTINGS AS TO HOW THEY MIGHT BETTER SERVE DISADVANTAGED YOUTH THROUGH INDIVIDUAL AND JOINT ACTION PROJECTS. OPEN DISCUSSIONS WERE HELD AMONG THE PARTICIPANTS TO STIMULATE WORTHWHILE IDEAS IN THIS AREA, AND FIELD VISITS AFFORDED EACH OF THE COUNSELORS OPPORTUNITIES TO MEET AND TALK WITH YOUNG PEOPLE AND THEIR FAMILIES. IN ADDITION, SOCIAL WORKERS, PSYCHOLOGISTS, AND URBAN REHABILITATION PERSONNEL DISCUSSED THEIR WORK AND THE PROBLEMS WHICH THEY ENCOUNTER IN ATTEMPTING TO AID THIS POPULATION OF YOUNG PEOPLE. A SERIES OF THREE FOLLOWUP MEETINGS TO THE INSTITUTE WERE HELD ON WEEKENDS DURING THE FOLLOWING YEAR. COLLEAGUES AND ADMINISTRATIVE SUPERVISORS OF THE PARTICIPANTS WERE INVITED TO THE LAST TWO MEETINGS. THE MEETINGS SERVED TO INTRODUCE NEW DIMENSIONS REGARDING THE VOCATIONAL FUTURE OF DISADVANTAGED YOUTH AND THE NECESSITY OF PROFESSIONAL TEAMWORK IN ASSISTING THEM. THE RECOMMENDATIONS GENERATED BY THE INSTITUTE PARTICIPANTS FELL UNDER TWO MAJOR HEADINGS--(1) JOINT ACTION BY AGENCIES WORKING WITH DISADVANTAGED YOUTH, AND (2) COUNSELOR EDUCATION AND INSERVICE TRAINING. PRIMARY EVALUATION WAS CONDUCTED THROUGH THE ADMINISTRATION OF A PARTICIPANT QUESTIONNAIRE. ALL RESPONDENTS INDICATED ENTHUSIASM FOR CONTINUING PROGRAMS TO SERVE DISADVANTAGED YOUTH. IT SHOULD BE NOTED THAT EMPHASIS IN THIS DEVELOPMENTAL PROGRAM WAS APPLIED PRIMARILY TO THE STATE OF SOUTH CAROLINA. (JH)

ORI 5166
WILSON, RICHARD WILLIAM
AN ANALYSIS OF THE EFFECT ON TEACHER-STUDENT INTERACTION RESULTING FROM AN IN-SERVICE EDUCATION PROGRAM.

UNIVERSITY OF MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 66 ED.D. DISSERTATION, WAYNE STATE UNIVERSITY

DESCRIPTORS - *INTERACTION PROCESS ANALYSIS; *INSERVICE PROGRAMS; TEACHER IMPROVEMENT; GROUP DYNAMICS; *CLASSROOM OBSERVATION TECHNIQUES; GROUP STRUCTURE; PROFESSIONAL TRAINING; *STUDENT TEACHER RELATIONSHIP; *INSERVICE TEACHER EDUCATION
IDENTIFIERS - FLANDER'S INTERACTION ANALYSIS

ABSTRACT - THE PURPOSE OF THIS STUDY IS TO ATTEMPT TO FIND SOME DIRECTION FOR CHANNELING INSERVICE ENERGIES, ON THE SECONDARY LEVEL, INTO THOSE TYPES OF EXPERIENCES THAT APPEAR TO BE MOST EFFECTIVE IN CHANGING TEACHER BEHAVIOR IN THE CLASSROOM. THE STUDY SEEKS TO ANSWER THE QUESTION WHETHER A STRUCTURED INSERVICE PROGRAM FOR TEACHERS (TOPICS AND MANNER OF APPROACH TO THE TOPICS ARE PREDETERMINED) OR AN UNSTRUCTURED INSERVICE PROGRAM FOR TEACHERS (CHOICE OF TOPICS AND THE MANNER OF APPROACH ARE LEFT TO THE PARTICIPANTS) IS MORE EFFECTIVE IN IMPROVING TEACHER-STUDENT INTERACTION WITHIN THE CLASSROOM. TWO HIGH SCHOOLS AND TWENTY TEACHERS (ENGLISH AND SOCIAL STUDIES) WERE USED IN THE STUDY. THREE TRAINED OBSERVERS USED FLANDER'S INTERACTION ANALYSIS TO ASSESS THE LEVEL OF TEACHER-STUDENT INTERACTION. EACH TEACHER WAS VISITED UNTIL TEN EPISODES WERE OBSERVED. THE OBSERVATIONS WERE OF A VERBAL NATURE. IN COMPARING DIRECTION OF CHANGE IN THE THREE GENERAL DIVISIONS (INDIRECT TEACHER INFLUENCE, DIRECT TEACHER INFLUENCE, AND STUDENT TALK), THERE APPEARS TO BE A SIGNIFICANT DIFFERENCE BETWEEN THE STRUCTURED GROUP AND THE UNSTRUCTURED GROUP. THE STRUCTURED GROUP HAD A GENERALLY POSITIVE PERCEPTION OF THE INSERVICE PROGRAM; WHILE THE UNSTRUCTURED GROUP HAD A CHARITABLE BUT GENERALLY NEGATIVE PERCEPTION OF THE PROGRAM. (CH)

ORI 5167
MITCHELL, JAMES RUSSELL
THE WORKSHOP AS AN INSERVICE EDUCATION PROCEDURE.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 54 DISSERTATION, INDIANA UNIVERSITY

DESCRIPTORS - *TEACHER WORKSHOPS; *GROUP DYNAMICS; *INSERVICE TEACHER EDUCATION; PERSONNEL SELECTION; IDENTIFICATION

ABSTRACT - THE STUDY IDENTIFIED THOSE CHARACTERISTICS OF THE WORKSHOP WHICH DISTINGUISH IT FROM CONFERENCES, SEMINARS, CLINICS, INSTITUTES, AND REGULAR GRADUATE COURSES IN PROFESSIONAL EDUCATION. OPINIONS WERE SOUGHT OF OVER 800 MEN AND WOMEN WHO HAVE ATTEMPTED OR DIRECTED WORKSHOPS. SEVERAL FACTORS CONCERNING WORKSHOPS WERE UNCOVERED. THE WORKSHOP METHOD IS NOT DESIGNED FOR OR INTENDED TO REPLACE OR TO SUBSTITUTE FOR ANY COURSES IN THE CURRENT PATTERN OF TEACHER EDUCATION. WORKSHOPS ARE MOST EFFECTIVE WHEN ATTENDANCE IS ON A VOLUNTARY BASIS OR WHEN OPEN TO PROFESSIONAL PEOPLE THROUGH APPLICATION OR BY INVITATION. THE WORKSHOP PROGRAM RESULTS FROM THE COOPERATIVE PLANNING OF THE GROUP. THEY HAVE PROVEN MORE EFFECTIVE GENERALLY WHEN LOCATED AWAY FROM THE PARTICIPANTS' NORMAL PLACE OF WORK. THE AWARDING OF GRADES OR MARKS AND CREDITS OR WORK DOES NOT HARMONIZE WITH THE SPIRIT OF THE WORKSHOP. THOSE SCHOOL SYSTEMS AND INSTITUTIONS THAT SPONSOR WORKSHOPS REGULARLY SHOULD MAINTAIN A CONTINUOUS PROGRAM OF EVALUATION OF OUTCOMES. THE KINDS OF WORKSHOPS BEING PLANNED WILL LARGELY DETERMINE THE KIND AND NUMBER OF STAFF REQUIRED. THE DIRECTOR OF THE WORKSHOP MUST BE A FULL-TIME STAFF MEMBER. (CH)

ORI 5168 ED 033 299
ABE ADMINISTRATORS' INSTITUTE, REGION VIII. (UNIVERSITY OF WYOMING, LARAMIE, JUNE 16-27, 1969).

WYOMING UNIV., LARAMIE. DEPT. OF ADULT EDUCATION AND INSTRUCTIONAL SERVICES.
EDRS PRICE MF-$0.50 HC-$4.25
PUB DATE - AUG 69 83P.

DESCRIPTORS - *ADMINISTRATION; *ADULT BASIC EDUCATION; ADULT LEARNING; CASE STUDIES (EDUCATION); EDUCATIONALLY DISADVANTAGED; EDUCATIONAL PHILOSOPHY; EVALUATION TECHNIQUES; *INSTITUTES (TRAINING PROGRAMS); PARTICIPANT SATISFACTION; *SKILL DEVELOPMENT

ABSTRACT - THE 1969 ADULT BASIC EDUCATION (ABE) INSTITUTE AT THE UNIVERSITY OF WYOMING AIMED TO PROVIDE ABE ADMINISTRATORS WITH SKILLS NEEDED IN CONSULTATIVE CAPACITIES WITH TEACHERS, SPECIAL INTEREST AND COMMUNITY GROUPS, STATE DEPARTMENT OFFICIALS, REGIONAL SPECIALISTS, AND BOARDS OF EDUCATION -- AS WELL AS SPECIFIC KNOWLEDGE ABOUT ABE. THROUGH CASE STUDIES, SELECTED BY A LEADERSHIP RESOURCE TEAM, PARTICIPANTS WERE PROVIDED AN OPPORTUNITY TO ACQUIRE A FULLER UNDERSTANDING OF THE PHILOSOPHY AND RATIONALE FOR ABE, CONCEPTS OF ADMINISTRATION, PSYCHOLOGY OF ADULT LEARNING, SOCIOLOGICAL IMPLICATIONS OF THE EDUCATIONALLY DISADVANTAGED, AND PROVEN METHODS AND TECHNIQUES OF EVALUATION. THE DOCUMENT CONTAINS SUMMARIES AND REACTIONS WRITTEN BY PARTICIPANTS; A RESULTS-OF-PARTICIPANT-ATTITUDE SCALE; AND A COMPARATIVE ANALYSIS OF ATTITUDES EXPRESSED BY PARTICIPANTS ATTENDING THE INSTITUTES DURING THE FIRST AND SECOND WEEKS. (SE)

ORI 5169 ED 030 985
CAMPBELL, VINCENT N.; MARKLE, DAVID G.
IDENTIFYING AND FORMULATING EDUCATIONAL PROBLEMS. FINAL REPORT.

AMERICAN INSTITUTES FOR RESEARCH, PALO ALTO, CALIF.
FAR WEST LAB. FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, BERKELEY, CALIF.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$0.50 HC-$4.75
OEC-4-7-062931-3064 24
BR-6-2931
PUB DATE - APR 68 93P.

DESCRIPTORS - ADMINISTRATIVE PERSONNEL; *CRITICAL INCIDENTS METHOD; DECISION MAKING SKILLS; *EDUCATIONAL NEEDS; EDUCATIONAL OBJECTIVES; EDUCATIONAL PLANNING; EVALUATION CRITERIA; *EXPERIMENTAL GROUPS; LITERATURE REVIEWS; *PROBLEM SOLVING; *SCHOOL DISTRICTS; TEACHERS; TRAINING

ABSTRACT - THE AIM OF THIS PROJECT WAS TO DEVELOP EFFECTIVE TECHNIQUES FOR IDENTIFYING EDUCATIONAL NEEDS AND FORMULATING THEM INTO WELL-DEFINED PROBLEMS. THE CRITICAL INCIDENT TECHNIQUE WAS USED TO IDENTIFY NEED SYMPTOMS PERCEIVED BY EDUCATORS SELECTED FROM A REPRESENTATIVE SAMPLE OF WEST COAST SCHOOL DISTRICTS. CRITERIA FOR EVALUATING THE ADEQUACY OF THE PROBLEM-FORMULATION PRODUCT WERE DEVELOPED, INCLUDING OUTCOMES DESIRED, VALUES UNDERLYING OUTCOMES, KINDS OF EVIDENCE FOR OUTCOMES, PRESENT CONDITIONS, SOLUTION POSSIBILITIES, AND IMMEDIATE ACTION ALTERNATIVES. THREE GROUP PROBLEM-DEFINING TECHNIQUES WERE COMPARED EXPERIMENTALLY, EACH DIFFERING ON TWO DIMENSIONS: (1) WHETHER OR NOT THE FORMULATION WAS STRUCTURED TO OBTAIN THE ELEMENTS LISTED ABOVE, AND (2) WHETHER OR NOT THE INQUIRY WAS DIRECTED BY AN EXPERIENCED OUTSIDE FORMULATOR. EIGHTEEN THREE-MEMBER GROUPS OF EDUCATORS WERE USED IN ALL. THE PROBLEM DEFINITION PRODUCED BY EACH GROUP WAS EVALUATED INDEPENDENTLY BY TWO OTHER EDUCATORS FROM THE SAME DISTRICT. RESULTS INDICATED THAT DIRECTED GROUPS TENDED TO PRODUCE SUPERIOR PROBLEM DEFINITIONS, AND SUGGEST THE NEED FOR CAREFULLY DESIGNED PROBLEM-FORMULATION TRAINING FOR EDUCATORS. (AUTHOR/JH)

ORI 5170
MCARDLE, RICHARD JOSEPH
A STUDY OF THE EFFECTS OF A THREE WEEK RETRAINING WORKSHOP FOR FOREIGN LANGUAGE TEACHERS.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69

DESCRIPTORS - *WORKSHOPS; *LANGUAGE INSTRUCTION; *RETRAINING; *TEACHER IMPROVEMENT

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO TEST THE EFFECTIVENESS OF THE SUMMER WORKSHOP FOR RETRAINING MODERN FOREIGN LANGUAGE TEACHERS. THE STUDY ATTEMPTED TO DISCOVER ANY CHANGES IN TEACHER BEHAVIOR WHICH ACTUALLY OCCURRED AS A RESULT OF THE THREE WEEKS OF TRAINING RECEIVED IN THE WORKSHOP AND WHETHER THIS CHANGE WAS STILL IN EFFECT AFTER THE TEACHER RETURNED TO HIS REGULAR DUTIES IN SEPTEMBER. THE SPECIFIC CHANGES IN BEHAVIOR SOUGHT THROUGH THE WORKSHOP EXPERIENCE WERE TO: (1) INCREASE THE AMOUNT OF REINFORCEMENT USED BY THE PARTICIPANTS TO AT LEAST 10 PERCENT OF ALL TALK, (2) INCREASE STUDENT PARTICIPATION TO 30 OR 40 PERCENT OF ALL TALK, (3) DECREASE THE AMOUNT OF EXTENDED DIRECT INFLUENCE USED BY THE TEACHER TO LESS THAN FIVE PERCENT OF ALL TALK, (4) DECREASE THE AMOUNT OF ENGLISH USED BY THE TEACHER TO 15 PERCENT OR LESS. THE FOLLOWING OUTCOMES RESULTED: (1) THE PARTICIPANTS SIGNIFICANTLY INCREASED THEIR USE OF REINFORCING TECHNIQUES FROM LESS THAN 10 PERCENT TO ALMOST 14 PERCENT OF ALL CLASSROOM TALK, (2) THERE WAS NO INCREASE IN STUDENT PARTICIPATION, (3) THERE WAS NO DECREASE IN THE USE OF EXTENDED DIRECT INFLUENCE, AND (4) THE PARTICIPANTS USED SIGNIFICANTLY LESS ENGLISH. THE DATA SHOW THAT THE TEACHERS' BEHAVIORS CHANGED IN THE DESIRED DIRECTION AFTER THEY HAD BEEN ENROLLED IN A 3-WEEK RETRAINING PROGRAM AND THAT THE CHANGE WAS STILL IN EFFECT AFTER THE TEACHERS RETURNED TO THEIR CLASSROOMS. (CH)

ORI 5171
JACOBSON, S.
WHEN SCHOOL PEOPLE GET TOGETHER.

NATIONAL ELEMENTARY PRINCIPAL, 1965, 44, 25-29. POPPEN WILLIAM ALFRED, CASE CONFERENCE GROUPS AS AN IN-SERVICE EDUCATION TECHNIQUE

NATIONAL ELEMENTARY PRINCIPAL; V44 PP25-29 1965
PUB DATE - ND PH.D., O.S.U., 1968

DESCRIPTORS - *SCHOOL ADMINISTRATION; *SUPERVISORS; *PRINCIPALS; *WORKSHOPS; EDUCATIONAL PLANNING; GROUP DYNAMICS; *DISCUSSION GROUPS
IDENTIFIERS - DISTRICT OF COLUMBIA PUBLIC SCHOOLS; WASHINGTON SCHOOL OF PSYCHIATRY

ABSTRACT - THIS ARTICLE CONCERNS A JOINT PROJECTION OF THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS AND THE WASHINGTON SCHOOL OF PSYCHIATRY. THE PROJECT WAS STRUCTURED TO HELP SCHOOL PERSONNEL, ESPECIALLY PRINCIPALS, EXPLORE AND ENHANCE THEIR SKILLS IN: (1) HELPING INDIVIDUAL TEACHERS, PARENTS AND CHILDREN, (2) LEADING FACULTY AND OTHER SCHOOL GROUPS, (3) SHARING WITH COLLEAGUES TOWARD THE RESOLUTIONS OF COMMON PROBLEMS. THE BACKBONE OF THE PROGRAM HAS BEEN A SERIES OF WORKSHOPS, EACH FOR ABOUT 40 PRINCIPALS OF GEOGRAPHICALLY RELATED SCHOOLS. ELEMENTARY AND SUBJECT AREA SUPERVISORS GOT TOGETHER THROUGH THE MEDIUM OF THE WORKSHOPS AND CAME TO KNOW THEIR SIMILARITIES AND DIFFERENCES. SOME OF THE BASIC PRINCIPLES ESTABLISHED BY THE AUTHOR CONCERNING GROUP INVOLVEMENT WERE THAT IT TAKES: (1) FAITH IN GRASS ROOTS, (2) INDIVIDUAL PARTICIPATION, (3) TIME, (4) A CERTAIN TOLERANCE OF UNCERTAINTY, (5) ORGANIZATIONAL APPROVAL, (6) AND A MODEST AMBITION. (CH)

ORI 5172
UFFELMAN, ROBERT L., AND OTHERS
INSERVICE INSTITUTES: DO THEY MAKE A DIFFERENCE.

EDUCATIONAL LEADERSHIP; V29 N1 PP 41-44 OCT 1971
PUB DATE - OCT71

DESCRIPTORS - CHEMISTRY INSTRUCTION; *INSERVICE PROGRAMS; *SUMMER INSTITUTES; *TEACHER IMPROVEMENT; BEHAVIORAL CHANGE; *INSERVICE TEACHER EDUCATION
IDENTIFIERS - NATIONAL SCIENCE FOUNDATION

ABSTRACT - THIS STUDY INCLUDES THE RESULTS OF A STUDENT ACHIEVEMENT BASED COMPARISON OF TEACHERS WHO ATTENDED A SPECIAL NATIONAL SCIENCE FOUNDATION SUMMER PROGRAM AND INSERVICE INSTITUTE IN MODERN CHEMISTRY. THE RESULTS RAISE QUESTIONS ABOUT THE IMMEDIATE IMPACT ON SUCH PARTICIPANTS AND SUGGEST THAT INCONTROLLABLE VARIABLES MAY HAVE GREATER INFLUENCE ON FINDINGS THAN THE EXPERIMENTAL TREATMENT. A NONEQUIVALENT CONTROL GROUP DESIGN, SELF-SELECTED DESIGN 10, IN WHICH THE CONTROL GROUP AND THE EXPERIMENTAL GROUP DID NOT HAVE PRE-EXPERIMENTAL RANDOM ASSIGNMENT, WAS USED. THE GROUPS WERE NATURALLY ASSEMBLED COLLECTIVES WITH SOME TAUGHT BY SUBJECTS FROM EACH TREATMENT. THE STUDY DID PROVIDE EVIDENCE THAT ATTENDANCE AT THE INSTITUTE HAS SOME EFFECT. ALL TEACHERS HAD TAUGHT A MINIMUM OF THREE YEARS AND WERE USING COMPARABLE TEXTBOOKS AND LABORATORY FACILITIES. THE INSTRUMENT USED IN THIS INVESTIGATION WAS DESIGNED TO TEST STUDENTS WHO HAVE HAD SOME STRESS PLACED IN LEARNING OF SKILLS, PRINCIPLES AND CONCEPTS. THE RESULTS WERE THAT STUDENTS OF THE PARTICIPANT TEACHERS SCORED SIGNIFICANTLY LOWER THAN STUDENTS OF NONPARTICIPANTS ON BOTH THE PRE- AND POST TEST MEASURES. ONE CONCLUSION STATED THAT VARIABLES NOT ACCOUNTED FOR HAD MUCH TO DO WITH THE OUTCOME. SOCIO-ECONOMIC AND CULTURAL DIFFERENCE BETWEEN THE GROUPS WERE QUITE STRONGLY RELATED TO BOTH INITIAL AND FINAL TEST SCORES. THESE RESULTS LED TO THE EXAMINATION OF OTHER VARIABLES PROVIDING AN IMPACT ON THESE SUBJECTS, THAT IS, PERCENTAGE OF STUDENTS IN ACADEMIC PROGRAMS, SOCIOECONOMIC FACTORS, LIMITATIONS OF TEACHER SELECTIONS FOR INSTITUTES, AND APPLICATIONS OF EXPERIMENTAL DESIGN TO FORMATIVE EVALUATION OF TEACHER EDUCATION PROGRAMS. (AUTHOR/CH)

ORI 5173
PERSON-CENTERED TEACHING TAUGHT IN D.C. MANPOWER TRAINING PROGRAM.

MANPOWER INFORMATION SERVICE; V2 N16 PP 378-79 APR 21 1971
PUB DATE - 71

DESCRIPTORS - *MANPOWER DEVELOPMENT; *TEACHER SEMINARS; PROGRAM PLANNING; *CULTURAL AWARENESS; *DISADVANTAGED YOUTH; *STUDENT CENTERED CURRICULUM
IDENTIFIERS - AREA MANPOWER INSTITUTE FOR DEVELOPMENT OF STAFF; AMIDS; WASHINGTON D.C.

ABSTRACT - THE WASHINGTON AREA MANPOWER INSTITUTE FOR DEVELOPMENT OF STAFF (AMIDS) TRAINS TEACHERS TO TEACH THE DISADVANTAGED. THE AIM OF AMIDS IS TO HELP INSTRUCTORS, COUNSELORS, AND ADMINISTRATORS OF MANPOWER AND RELATED PROGRAMS TO BETTER UNDERSTAND AND HELP THE DISADVANTAGED IN REGARD TO CULTURAL VALUES, ECONOMICS, EDUCATION, MOTIVATION, GROUP RELATIONSHIPS, AND MIGRATORY AND MOBILITY PATTERNS. TO ACCOMPLISH THIS GOAL, THE AMIDS STAFF CONDUCTS SEMINARS, INSTITUTES, AND WORKSHOPS BOTH AT HOME AND IN THE FIELD FOR COMMUNITY GROUPS, ORGANIZATIONS, AND PRIVATE INDUSTRY. TO OPERATE THE PERSON-CENTERED APPROACH TO EDUCATION DEPENDS UPON A "CASEWORK" TECHNIQUE IN WHICH SEVEN TEACHING ELEMENTS CAN BE ISOLATED AND DISCUSSED: (1) INDIVIDUALISM, (2) PURPOSEFUL EXPRESSION OF FEELING, (3) CONTROLLED EMOTIONAL INVOLVEMENT, (4) ACCEPTANCE, (5) NON-CRITICAL ATTITUDE, (6) TRAINEE SELF DETERMINATION, AND (7) CONFIDENTIALITY. THE SEMINAR CASEWORK TECHNIQUE CONSISTS OF SETTING UP SITUATIONS AMONG THE PARTICIPANTS WHICH WILL LEAD TO INTERACTION. AMONG THE METHODS USED ARE SIMULATION GAMES, ACTION MAZES, ROLE PLAYING, VIDEOTAPES, AND TIME SLICING. AT THE END OF EACH WORKSHOP PARTICIPANTS, AMIDS TEAMS, AND UNSOLICITED SUPERVISORS CRITIQUE THE PROGRAM. STAFF SEMINARS ARE HELD AND PAPERS RESEARCHED TO ENSURE THAT CONTINUED QUALITY KNOWLEDGE CAN BE IMPARTED IN THE FIELD. (CH)

ORI 5174 ED 041 961
CARL, DAVID L.
PROJECT MOBILIZATION: A PROGRAM FOR THE EDUCATIONALLY DISADVANTAGED IN A SUBURBAN COMMUNITY. RESEARCH BULLETIN, COUNCIL SCHOOLS AT WORK.

NEW JERSEY SCHOOL DEVELOPMENT COUNCIL, NEW BRUNSWICK.
EDRS PRICE MF-$0.25 HC-$0.40
PUB DATE - MAR 70 6P.VOL 14, NUMBER 3

DESCRIPTORS - *CURRICULUM DEVELOPMENT; *EDUCATIONALLY DISADVANTAGED; GRADE 9; GRADE 10; GRADE 11; *INSERVICE TEACHER EDUCATION; LANGUAGE ARTS; MULTIMEDIA INSTRUCTION; READING LEVEL; SELF CONCEPT; SOCIAL STUDIES; *SUBURBAN YOUTH; *SUMMER PROGRAMS
IDENTIFIERS - NEW JERSEY; PROJECT MOBILIZATION; UNION COUNTY REGIONAL HIGH SCHOOL DISTRICT 1

ABSTRACT - PROJECT MOBILIZATION WAS A PROGRAM DESIGNED TO DISCOVER RELEVANT MATERIALS AND PROCEDURES FOR STIMULATING INTEREST AND MOTIVATION IN EDUCATIONALLY DISADVANTAGED SUBURBAN YOUTH. IN THE UNION COUNTY REGIONAL HIGH SCHOOL DISTRICT NO. 1, NEW JERSEY, 15 PERCENT OF STUDENTS WERE FOUND TO BE "EDUCATIONALLY DISADVANTAGED." PRELIMINARY STEPS IN THE MOBILIZATION PROGRAM WERE INSERVICE TEACHER TRAINING AND CURRICULUM WRITING PROJECTS IN THE SUMMERS OF 1967, 1968, AND 1969. THE PROGRAM WAS INSTITUTED FOR GRADE 9 IN 1967, FOR GRADE 10 IN 1968, AND FOR THE JUNIOR LEVEL IN 1969. FOR ALL THREE OF THE GRADE LEVELS, A SOCIAL STUDIES AND ENGLISH CURRICULUM WAS DEVELOPED UTILIZING THE MULTI MEDIA APPROACH--GAMES, PUZZLES, POLL TAKING, AND PARTICIPATING IN COMMUNITY ACTIVITIES. THE SUMMER PROJECTS WERE FOLLOWED BY MONTHLY INSERVICE SESSIONS, WHICH WERE HELD TO BE SO SUCCESSFUL THAT A PROJECT FOR GRADE 12 IS TO BE HELD IN THE SUMMER OF 1970. THE DROPOUT RATE SINCE THE PROJECT BEGAN FELL TO UNDER 1 PERCENT, AND STUDENTS AVERAGED A 1.2 GRADE LEVEL INCREASE IN READING. THE GREATEST STRENGTHS OF THE PROGRAM ARE CONSIDERED TO HAVE BEEN THE PREPARATION OF TEACHERS TO MEET THE NEEDS OF THE EDUCATIONALLY DISADVANTAGED AND THE CONSTRUCTION OF RELEVANT TOPICS TO PROMOTE MOTIVATION, WHILE REINFORCING AND INTRODUCING NEEDED SKILLS FOR ACHIEVEMENT IN HIGH SCHOOL. (RJ)

ORI 5175 ED 050 217
WINSAND, JEAN E.
A TRI-UNIVER-CITY PROJECT FOR TEACHERS IN INNER-CITY SCHOOLS.

EDRS PRICE MF-$0.65 HC-$3.29
PUB DATE - APR 71 9P.PAPER PRESENTED AT INTERNATIONAL READING ASSOCIATION CONVENTION, ATLANTIC CITY, NEW JERSEY, APRIL 20-23, 1971

DESCRIPTORS - CHANGING ATTITUDES; COLLEGES; INDIVIDUALIZED INSTRUCTION; INNER CITY; *INSERVICE TEACHER EDUCATION; PAROCHIAL SCHOOLS; PUBLIC SCHOOLS; *READING INSTRUCTION; STUDENT TEACHER RELATIONSHIP; *TEACHER ATTITUDES; *TEACHER WORKSHOPS; *URBAN SCHOOLS
IDENTIFIERS - OHIO; PENNSYLVANIA; WEST VIRGINIA

ABSTRACT - RECOGNIZING THE PROBLEMS OF READING INSTRUCTION AS A MAJOR CHALLENGE IN EDUCATION, EDUCATIONAL PROFESSIONS DEVELOPMENT ACT (EPDA) INSTITUTES OF RECENT YEARS HAVE FUNDED SEVERAL PROGRAMS TO DEVELOP NEW METHODS AND MATERIALS FOR TEACHING IN INNER-CITY SCHOOLS. THE PROJECT REPORTED HERE IS AN EPDA INSTITUTE FOR TEACHERS OF DISADVANTAGED CHILDREN IN THE CITIES OF PITTSBURGH, PENNSYLVANIA, WHEELING, WEST VIRGINIA, AND YOUNGSTOWN, OHIO. THE PROGRAM EMPHASIZED EQUALLY THE COGNITIVE AND AFFECTIVE ASPECTS OF LEARNING. TWO SUMMER WORKSHOPS AND A YEAR OF ON-SITE SUPERVISION IN THE CLASSROOM PROVIDED SUGGESTIONS FOR DEVELOPING PROGRAMS TO TEST IN THE CLASSROOMS. DURING THE WINTER SESSION, THE INSTITUTE STAFF VISITED WITH THE PARTICIPANTS IN THE CLASSROOM, PROVIDING AN OPPORTUNITY FOR STAFF AND PARTICIPANTS TO COOPERATE IN TESTING AND DEVELOPING READING PROGRAMS. EXPERIENCES OF A WORKSHOP NATURE WERE OFFERED THE SECOND SUMMER TO PROVIDE PARTICIPANTS AN OPPORTUNITY TO INDIVIDUALIZE THEIR PROGRAMS. WORKSHOP EXPERIENCES INCLUDED: A MATERIALS-

METHOD AREA; AN INTERPERSONAL EXPERIENCES AREA; A MEDIA AREA WHICH USED VIDEO-TAPED EQUIPMENT AS A MEANS OF EXAMINING CLASSROOM INTERACTIONS; AND, MATERIALS AND METHODS EVALUATION. (AUTHOR/JM)

ORI 5176 ED 047 754
NARRATIVE EVALUATION REPORT ON THE INSTITUTE FOR IMPLEMENTATION OF MEDIA PROGRAMS IN DISADVANTAGED AREAS.

BALL STATE UNIV., MUNCIE, IND.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.65 HC-$3.29
PUB DATE - 70 85P.

DESCRIPTORS - *AUDIOVISUAL PROGRAMS; *DISADVANTAGED GROUPS; ELEMENTARY SCHOOL LIBRARIES; INSTITUTES (TRAINING PROGRAMS); INSTRUCTIONAL MEDIA; LIBRARIANS; *LIBRARY EDUCATION; *LIBRARY PROGRAMS; LIBRARY SCIENCE; *SCHOOL LIBRARIES

ABSTRACT - THIS SELF-CONTAINED INSTITUTE WAS DESIGNED TO PROVIDE ELEMENTARY AND HIGH SCHOOL LIBRARIANS FROM DISADVANTAGED AREAS, WHETHER INNER-CITY OR RURAL, WITH AN OPPORTUNITY TO STUDY CURRENT PRACTICES AND TO DEVELOP SOLUTIONS FOR OPERATING THEIR LIBRARIES AS MEDIA CENTERS, WORKING WITH THEIR COMMUNITY, AND COOPERATING WITH EXISTING PUBLIC LIBRARIES. THE THIRTY PARTICIPANTS HAD AN OPPORTUNITY TO EVALUATE LARGE AMOUNTS OF MEDIA AND WERE EXPOSED TO MANY VARIETIES OF MEDIA. THROUGH THE USE OF VIDEO RECORDINGS AND INDIVIDUAL CONFERENCES, EMPHASIS WAS PLACED UPON DEVELOPING TECHNIQUES FOR WORKING WITH STUDENTS, TEACHERS, COMMUNITY LEADERS, ETC. OF EXTREME IMPORTANCE WAS THE DEVELOPMENT OF PROCEDURES FOR INTERPERSONAL CONTACTS WHICH AFFECT THE SUCCESS OF THE SCHOOL MEDIA PROGRAM. (AUTHOR/MF)

ORI 5177 ED 043 051
KRASNOW, E. JUDITH, AND OTHERS
AGGRESSIVE BEHAVIOR: RESEARCH IN THE MODIFICATION OF TEACHERS' ATTITUDES.

ALEXANDRIA COMMUNITY MENTAL HEALTH CENTER, VA.
EDRS PRICE MF-$0.25 HC-$1.55
E. JUDITH KRASNOW, DSW, DIRECTOR, TRAINING AND STAFF DEVELOPMENT, ALEXANDRIA COMMUNITY MENTAL HEALTH CENTER, 720 NORTH ST. ASAPH STR
PUB DATE - 68 29P.

DESCRIPTORS - *AGGRESSION; EMOTIONALLY DISTURBED; *INSERVICE EDUCATION; INSERVICE PROGRAMS; *INSERVICE TEACHER EDUCATION; MENTAL HEALTH CLINICS; MENTAL HEALTH PROGRAMS; MISBEHAVIOR; SOCIALLY DEVIANT BEHAVIOR; STUDENT BEHAVIOR; TEACHER ATTITUDES; *TEACHER WORKSHOPS

ABSTRACT - ASSESSMENT OF THE FORMAT AND CONTENT OF A TEACHER IN-SERVICE PROGRAM ON THE AGGRESSIVE CHILD IS THE TOPIC OF THIS STUDY. THE PROGRAM WAS PRESENTED BY THE ALEXANDRIA COMMUNITY MENTAL HEALTH CENTER TO 284 ELEMENTARY TEACHERS FROM THE LOCAL COMMUNITY. THE TEACHERS WERE ASKED TO FILL OUT PRE- AND POST-WORKSHOP QUESTIONNAIRES REGARDING THEIR EXPECTATIONS FOR THE WORKSHOP AND THEIR ATTITUDES ABOUT AGGRESSIVE CHILDREN. ALTHOUGH THE DATA GATHERING METHOD WAS INADEQUATE FOR MAKING DEFINITIVE STATEMENTS REGARDING ATTITUDE CHANGE, SEVERAL ISSUES WERE ILLUMINATED BY THE QUESTIONNAIRE. TEACHERS WERE PLEASED WITH THE FORMAT BUT DISAPPOINTED IN THE THEORETICAL CONTENT OF THE WORKSHOP, THUS RAISING THE QUESTION OF WHETHER MENTAL HEALTH STAFFS CAN SHIFT FROM THEIR NEED TO DEAL WITH THE THEORETICAL TO TEACHERS' NEEDS FOR RECEIVING DIRECT TECHNICAL GUIDANCE IN CLASSROOM MANAGEMENT OF THE AGGRESSIVE CHILD. IT ALSO POSED THE QUESTION OF WHETHER THE MENTAL HEALTH STAFF SHOULD BE THE AGENT TO PROVIDE THIS TYPE OF IN-SERVICE PROGRAM TO TEACHERS. (TL)

ORI 5179 VT 014 103
UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION CURRICULUMS TO REACH DISADVANTAGED YOUTH IN METROPOLITAN AREAS. FINAL REPORT, VOLUME IX.

TEMPLE UNIV., PHILADELPHIA, PA. DIV. OF VOCATIONAL EDUCATION.
NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (DHEW/OE), WASHINGTON, D.C.
EDRS PRICE MF-$0.65 HC-$9.87
OEG-0-9-480535-4435(725) 52
BR-9-0535
PUB DATE - FEB71 266P.PART OF SHORT TERM INSTITUTES FOR IN-SERVICE TRAINING OF PROFESSIONAL PERSONS RESPONSIBLE FOR VOCATIONAL-TECHNICAL EDUCATION IN EASTERN METROPOLITAN AREAS.

DESCRIPTORS - *VOCATIONAL EDUCATION; *TEACHER EDUCATION; CONFERENCE REPORTS; URBAN AREAS; INNER CITY; *DISADVANTAGED GROUPS; WORKSHOPS; CURRICULUM DEVELOPMENT; INSTITUTES (TRAINING PROGRAMS); *PROGRAM DEVELOPMENT; EDUCATIONAL CHANGE; DROPOUTS; PROGRAM IMPROVEMENT; MODELS; TEACHER CERTIFICATION; EDUCATIONAL TRENDS; EDUCATIONAL LEGISLATION; *TEACHER EDUCATION CURRICULUM

ABSTRACT - NINETY-ONE PROFESSIONALS FROM 22 STATES PARTICIPATED IN AN INSTITUTE DESIGNED TO EXAMINE WAYS TO AFFECT BEHAVIORAL CHANGES IN POWER STRUCTURES AND DECISION POLICY MAKERS SO THAT LEGISLATIVE MANDATES FOR TOTAL EDUCATION AND TRAINING PROGRAMS FOR IN-SCHOOL AND OUT-OF-SCHOOL YOUTH WILL BECOME A REALITY. FOURTEEN PRESENTATIONS AIMED SPECIFICALLY AT THE NEEDS OF ECONOMICALLY AND CULTURALLY DISADVANTAGED YOUTH ARE ABSTRACTED IN THIS REPORT, INCLUDING (1) "WORKING WITH DISADVANTAGED YOUTH--VOCATIONAL COMPETENCIES" BY CHARLOTTE EPSTEIN, (2) STATUS REPORT ON RESEARCH ON VOCATIONAL TEACHER CHARACTERISTICS" BY EDWARD FERGUSON, (3) "PREPARING VOCATIONAL TEACHERS FOR THE DISADVANTAGED" BY TED WARD, (4) "LAW DIMENSIONS IN TEACHER EDUCATION" BY ADELAIDE JABLONSKY, (5) "IMPROVING TEACHER EDUCATION THROUGH THE UTILIZATION OF MODELS" BY DALE HAMREUS, AND (6) "CURRENT TRENDS IN VOCATIONAL CERTIFICATION" BY RICHARD ADAMSKY. AN ANALYSIS OF THE DATA GATHERED THROUGH MEANS OF THE VARIOUS EVALUATIONS REVEALED THAT THE INSTITUTE WAS HIGHLY SIGNIFICANT AND MET THE STATED OBJECTIVES. HOWEVER, IT WAS NOTED THAT THERE WAS LITTLE CHANGE IN

ATTITUDES AND OPINIONS OF THE PARTICIPANTS AS A RESULT OF THE 2-WEEK INSTITUTE. ALSO IT WAS RECOMMENDED THAT THERE SHOULD BE OTHER INSTITUTES OF THIS NATURE. (JS)

ORI 5221
HENNIGAN, D. J.
INVESTIGATION OF AN IN-SERVICE SEMINAR TO IMPROVE THE EDUCATIONAL ATTITUDE OF TEACHERS TOWARD EDUCATIONALLY DISADVANTAGED PUPILS.

DISSERTATION, CORNELL UNIVERSITY, ED. D., 1968, 129 PP. UNIVERSITY MICROFILMS, INC., ANN ARBOR, MICH. (MF $0.65 HC-$6.58)
PUB DATE - ND

DESCRIPTORS - SEMINARS; COOPERATING WITH OTHER GROUPS; PERSONNEL TO CONDUCT THE PROGRAM; STAFFING PATTERNS; FUNDING LEVEL AND PATTERNS; PROGRAM DURATION AND SPACING; *CHANGING ATTITUDES; EDUCATIONAL ATTITUDES; *TEACHER SEMINARS; INDIVIDUAL CHARACTERISTICS; *INSERVICE TEACHER EDUCATION; *DISADVANTAGED YOUTH; EDUCATIONALLY DISADVANTAGED; INTERVENTION
IDENTIFIERS - KERLINGERS ES VI; SMITH SA SCALE; TEACHERS RESPONSE SCALE

ABSTRACT - THE STUDY DEALT WITH THE CHANGE IN EDUCATIONAL ATTITUDE OF SECONDARY SCHOOL ENGLISH AND SOCIAL STUDIES TEACHERS TOWARD THE EDUCATIONALLY DISADVANTAGED STUDENT FOLLOWING AN INSERVICE EDUCATION SEMINAR. THE VARIABLES USED AS INDICATORS OF CHANGE WERE SEX, AGE, MARITAL STATUS, YEARS OF TEACHING EXPERIENCE, AND PERSONALITY. THE INSERVICE TRAINING PROGRAM CONSISTED OF A SERIES OF 10 SEMINARS CONDUCTED IN NEW YORK STATE OVER A 10 MONTH PERIOD INVOLVING 80 TEACHERS. EACH SEMINAR FOCUSED ON A PARTICULAR AREA OF TEACHER EDUCATION FOR DISADVANTAGED YOUTH, AND WAS DIRECTED BY A QUALIFIED EDUCATIONAL CONSULTANT. IT WAS FOUND THAT ATTITUDES OF THE PARTICIPANTS SHIFTED SIGNIFICANTLY IN THE DESIRED DIRECTION AND VARIANCE WITHIN THE GROUP DRAMATICALLY DECREASED. IT WAS RECOMMENDED THAT FUNDS BE SOUGHT TO DEVELOP THE RESEARCH ASPECTS OF THE PROJECT. ALSO INCLUDED ARE A COMPLETE COST ANALYSIS OF THE INSERVICE PROGRAM AND THE THREE INSTRUMENTS WHICH WERE USED TO ASSESS THE PROGRAM: (1) EDUCATION SCALE VI (KERLINGER), (2) SMITH S-A SCALE, AND (3) TEACHERS' RESPONSE SCALE. (CH)

ORI 5222
KIMSEY, THEODORA RANDALL
THE WORK OF ONE COLLEGE SUPERVISOR WITH COOPERATING TEACHERS IN OFF-CAMPUS SCHOOLS: AN ANALYSIS OF CONFERENCE.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 DISSERTATION, COLUMBIA UNIVERSITY

DESCRIPTORS - *VERBAL ABILITY; STUDENT TEACHERS; *COLLEGE SUPERVISORS; *COOPERATING TEACHERS; *INTERACTION PROCESS ANALYSIS; EVALUATION METHODS; CONTENT ANALYSIS; COMMUNICATION (THOUGHT TRANSFER); CLASSIFICATION
IDENTIFIERS - INDIANA

ABSTRACT - A SYSTEM OF CATEGORIES FOR DESCRIBING AND ANALYZING THE VERBAL BEHAVIOR OF THE COLLEGE SUPERVISOR AND COOPERATING TEACHER DURING THE SUPERVISORY CONFERENCES THEY HAVE WITH ONE ANOTHER WAS DEVELOPED IN ORDER TO PRODUCE EMPIRICALLY TESTED IDEAS WHICH COULD BE USED IN FURTHER RESEARCH ON THE BEHAVIOR OF SUPERVISORS OF STUDENT TEACHERS. THE SYSTEM OF ANALYSIS TENTATIVELY IDENTIFIES THE VARIABLES OF SUPERVISORY CONFERENCES BETWEEN THE COLLEGE SUPERVISOR AND COOPERATING TEACHER. APPLICATION OF THE SYSTEM OF ANALYSIS TO TYPESCRIPTS FOR TWO CONFERENCES OF THE COLLEGE SUPERVISOR WITH EACH OF THE SIX COOPERATING TEACHERS RESULTED IN THE QUANTITATIVE FINDINGS WHICH WERE PRESENTED AND INTERPRETED. IN THE REPORT OF QUANTITATIVE FINDINGS, THE INVESTIGATOR DESCRIBED AND INTERPRETED: (1) FREQUENCY AND PERCENTAGE OF UNITS AND LINES DEVOTED TO EACH CATEGORY IN THE THREE DIMENSIONS FOR ALL SUPERVISORY CONFERENCES COMBINED, (2) FINDINGS FOR CATEGORIES IN EACH DIMENSION AND THE AMOUNT OF STUDENT TEACHER DIFFICULTY FOR THE SIX SETS OF CONFERENCES, AND (3) FREQUENCY AND PERCENTAGE OF UNITS DEVOTED TO EACH CATEGORY IN THE THREE DIMENSIONS BY COOPERATING TEACHERS AND THE COLLEGE SUPERVISOR FOR ALL SUPERVISORY CONFERENCES COMBINED. CATEGORIES FALLING UNDER THE GENERAL TOPIC OF TEACHER BEHAVIOR WERE THE MOST FREQUENT USED IN THE SUBSTANTIVE DIMENSION. (AUTHOR/CH)

ORI [illegible]
SOLNIT[illegible]; STALK, MARY
LEARN[illegible] WITH TEACHERS.

CHILDREN; V14 PP19-24 JAN.-FEB. 1967
PUB DATE - 67

DESCRIPTORS - *INFORMATION SEEKING; *INSERVICE TEACHER EDUCATION; STUDENT SCHOOL RELATIONSHIP; *TEACHER IMPROVEMENT; LEARNING DIFFICULTIES; *LEARNING PROCESSES; *ELEMENTARY SCHOOL TEACHERS
IDENTIFIERS - NEW HAVEN; CONNECTICUT

ABSTRACT - THE ARTICLE ILLUSTRATES THE BENEFITS THAT ACCRUE WHEN AN EFFECTIVE COMMUNICATIONS CHANNEL EXISTS BETWEEN SCHOOL TEACHERS AND CLINICIANS FROM PEDIATRIC AND PSYCHIATRIC CLINICS CONCERNING CHILD LIFE AND CHILD DEVELOPMENT. FOR SEVERAL YEARS IN THE NEW HAVEN, CONNECTICUT AREA CLINICAL PERSONNEL AND SCHOOLTEACHERS CONVERSE ON A REGULARLY SCHEDULED BASIS FOR THE BETTERMENT OF THEIR CHILDREN. UNDERACHIEVEMENT CAN OFTEN BE TRACED TO OBSTACLES TO LEARNING IN A CHILD'S EXPERIENCE. TEACHERS DEVISE WAYS OF AVOIDING THE OBSTACLES TO LEARNING AND ONLY LATER TAKE A MORE DIRECT APPROACH TO THESE OBSTACLES. THE NEED OF A WELL-PLANNED INSERVICE EDUCATORS PROGRAM FOR NEW TEACHERS IS RECOGNIZED AND OFTEN IMPLEMENTED ON THE SCHOOL DISTRICT LEVEL. THE INSERVICE PROGRAM DEVELOPED SOME DEFINITE ASPECTS OF CLINICAL THEORY: (1) THE RELATIONSHIPS AND DIFFERENCES BETWEEN PLAYING AS A METHOD OF LEARNING AND THE WORK OF LEARNING, (2) THE FUNCTION OF

SELF-ESTEEM IN PROMOTING OR IMPEDING THE MOTIVATION TO WORK AT SCHOOL, (3) THE ROLE OF AGGRESSION IN LEARNING, (4) AWARENESS OF PHASE-SPECIFIC DEVELOPMENTAL CHARACTERISTICS AS ESSENTIAL FOR GAUGING THE PRESSURE OF FRUSTRATION, AND (5) THE ASSESSMENT OF THE EFFECTS ON A CHILD'S LEARNING AND BEHAVIOR OF A PHYSICAL HANDICAP AS A CHALLENGE FOR INNOVATING EDUCATIONAL EXPERIENCES. THE AUTHORS LIST SOME IMPORTANT RESULTS OF THEIR GROUP DISCUSSIONS WITH EDUCATORS. (CH)

ORI 5241
HUENECKE, DOROTHY MAY
THE RELATION OF TEACHER EXPECTATIONS TO CURRICULUM GUIDE IMPLEMENTATION.

UNIVERSITY MICROFILMS, P.O. BOX 1794, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 DISSERTATION, THE UNIVERSITY OF WISCONSIN

DESCRIPTORS - CURRICULUM GUIDES; *CURRICULUM PLANNING; SOCIAL STUDIES; *TEACHER ATTITUDES; TEACHER PARTICIPATION; *TEACHER RESPONSE; TEACHER ROLE; CLASSROOM TECHNIQUES; *INFORMATION UTILIZATION; RESEARCH UTILIZATION

ABSTRACT - THIS STUDY EXAMINED WHAT TEACHERS DO IN THE CLASSROOM IN RELATION TO USE OF CURRICULUM GUIDES. THREE FACTORS WERE EXAMINED: (1) TEACHERS' WRITTEN OBJECTIVES AND TESTS, (2) TEACHERS' ORAL CLASSROOM QUESTIONS, AND (3) THE RELATION OF CURRICULUM AND INSTRUCTION, EVIDENCED BY THE RELATION BETWEEN TEACHERS' OBJECTIVES AND QUESTIONS. THE CONCLUSIONS ARRIVED AT WERE AS FOLLOWS: (1) THE USE OR NON-USE OF THE SOCIAL STUDIES CURRICULUM GUIDE APPEARED TO HAVE LITTLE EFFECT ON THE COGNITIVE LEVELS OF TEACHERS' OBJECTIVES AND QUESTIONS. (2) KNOWLEDGE OF EIGHT SELECTED CURRICULUM WORKS APPEARED TO BE ASSOCIATED WITH USE OF MORE TAXONOMIC LEVELS AND MORE USE OF THE HIGHER LEVELS FOR OBJECTIVES AND QUESTIONS. (3) USING THE CRITERION OF COGNITIVE LEVELS OF OBJECTIVES AND QUESTIONS, APPROXIMATELY HALF OF WHAT OCCURRED IN THE SOCIAL STUDIES SESSIONS WAS RELATED TO WHAT HAD BEEN PLANNED FOR THEM. WHAT INFLUENCED THE OTHER HALF OF INSTRUCTIONAL TIME NEEDS IS STILL TO BE IDENTIFIED. (CH)

ORI 5242
JERRY, MAJORIE COLLINGS
THE INVOLVEMENT OF PERSONNEL AND MATERIALS IN CURRICULUM IMPLEMENTATION AS ASSESSED BY INDIANA VOCATIONAL HOME ECONOMICS TEACHERS.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 DISSERTATION, INDIANA UNIVERSITY

DESCRIPTORS - *HOME ECONOMICS TEACHERS; *MANPOWER UTILIZATION; *CURRICULUM DEVELOPMENT; *INSTRUCTIONAL MATERIALS; TEACHER ATTITUDES

IDENTIFIERS - INDIANA

ABSTRACT - THE MAJOR PURPOSE OF THIS STUDY WAS TO ANALYZE THE INVOLVEMENT OF PERSONNEL AND MATERIALS AS A BASIS FOR RECOMMENDATIONS TO IMPROVE THE PROCESS OF CURRICULUM IMPLEMENTATION IN VOCATIONAL HOME ECONOMICS IN INDIANA. INFORMATION WAS SECURED CONCERNING: (1) THE KINDS OF CURRICULUM ASSISTANCE VOCATIONAL HOME ECONOMICS TEACHERS WERE UTILIZING, (2) THE KINDS OF ASSISTANCE DESIRED, (3) THE RESOURCES BEING UTILIZED MOST EXTENSIVELY, (4) THE SELF-PERCEPTIONS OF THE RESPONDENTS' LEVELS OF COMPREHENSION OF CURRENT EDUCATIONAL TERMINOLOGY, AND (5) THE EXTENT OF INVOLVEMENT OF TEACHERS, PUPILS, PARENTS, AND OTHER LAY PERSONNEL. AN ANCILLARY PURPOSE WAS TO IDENTIFY THE EXPERIENCE LEVELS OF THE RESPONDENTS, THE SIZE OF HOME ECONOMICS STAFFS, THE NUMBER OF DAILY PREPARATIONS, AND THE ADMINISTRATIVE GRADE ORGANIZATION PATTERNS. THE RESOURCES USED MOST EXTENSIVELY WERE REQUIRED TEXTBOOKS, SUPPLEMENTARY TEXTBOOKS, AND COMMERCIAL FILMS OR FILMSTRIPS. CONCEPT STRUCTURE, PROPOSED PUPIL OBJECTIVES, LEARNING EXPERIENCES, EVALUATION PROCEDURES, EVALUATION INSTRUMENTS, PRE-TESTS, AND TEACHING AIDS AND MATERIALS WERE CONSIDERED MOST BENEFICIAL IN CURRICULUM GUIDES. INSERVICE EDUCATION, CLOSER COMMUNICATION WITH OTHER TEACHERS, AND MATERIALS FOR PROGRAMED INSTRUCTION WERE RECOMMENDED. (AUTHOR/CH)

ORI 5261 ED 049 170
BAGLEY, AYERS, ED.
MAKING TEACHER EDUCATION MORE RELEVANT.

SOCIETY OF PROFESSORS OF EDUCATION, WASHINGTON, D.C.
EDRS PRICE MF-$0.65 HC-$6.58
AYERS BAGLEY, COLLEGE OF EDUCATION, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINN. 55455 ($3.00)
PUB DATE - 70 102P.PAPERS AND ABSTRACTS OF THE 1970 SPE MEETING

DESCRIPTORS - *EDUCATIONAL IMPROVEMENT; *PROGRAM EFFECTIVENESS; *RELEVANCE (EDUCATION); *STUDENT ATTITUDES; *TEACHER EDUCATION

ABSTRACT - THIS DOCUMENT CONTAINS SEVEN PAPERS TOGETHER WITH 32 ABSTRACTS OF PAPERS PREPARED FOR SOCIETY OF PROFESSORS OF EDUCATION SECTIONAL MEETINGS, THE AMERICAN EDUCATIONAL STUDIES ASSOCIATION, THE COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY, AND THE HISTORY OF EDUCATION SOCIETY. THREE GRADUATE STUDENTS AND ONE SENIOR PRESENT VIEWS ON THE RELEVANCE OF TEACHER EDUCATION FROM THEIR OWN EXPERIENCE AND FIND THAT MOST PROGRAMS ARE UNSUCCESSFUL IN PREPARING TEACHERS FOR THE WORLD IN WHICH THEY WILL TEACH. THE PAPERS OF THREE PROFESSORS OF EDUCATION SUPPORT THESE VIEWS AND OFFER SOME SUGGESTIONS FOR IMPROVEMENT BY BRINGING TEACHER EDUCATION COURSES INTO CLOSER TOUCH WITH THE SCHOOLS, CHANGING THE METHODS OF TEACHER PLACEMENT, AND APPLYING SYSTEMATIC RESEARCH METHODS TO THE PROCESSES OF TEACHER EDUCATION. THE ABSTRACTS COVER THE FOLLOWING TOPICS: (1) SOCIAL STUDIES ABROAD;

(2) EDUCATIONAL PSYCHOLOGY; (3) ADMINISTRATION, SUPERVISION, AND CURRICULUM; (4) SYSTEMS APPROACH TO EDUCATION COURSES; (5) COMPARATIVE PHILOSOPHY AND EDUCATION; (6) FOUNDATIONS OF EDUCATION; (7) DOCUMENTARY FILM IN EDUCATION; (8) A FIRST COURSE IN EDUCATIONAL STUDIES; (9) OVERSEAS EDUCATION; (10) THE HISTORY OF NEGRO EDUCATION; AND OTHERS. (MBM)

ORI 5262 ED 049 191
STEVENSON, WILLIAM W., AND OTHERS
UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION COURSES TO REACH LESS-ADVANTAGED ADULTS IN METROPOLITAN AREAS. FINAL REPORT.

OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER.
OKLAHOMA STATE UNIV., STILLWATER.
NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (DHEW/OE), WASHINGTON, D.C.
EDRS PRICE MF-$0.65 HC-$3.29
OEG-0-9-150523-4520 52
8R-9-0524
PUB DATE - SEP 70 86P.

DESCRIPTORS - ADMINISTRATIVE PERSONNEL; *ADULT VOCATIONAL EDUCATION; DISADVANTAGED GROUPS; FIELD EXPERIENCE PROGRAMS; *INNER CITY; *INSTITUTES (TRAINING PROGRAMS); *PROGRAM IMPROVEMENT; *TEACHER EDUCATION; TEACHER EDUCATOR EDUCATION; TEACHING METHODS

ABSTRACT - A 2-WEEK INSTITUTE WAS HELD TO ORIENT PARTICIPANTS TO THE WORLD OF THE DISADVANTAGED AND TO GIVE THEM IDEAS ON METHODS OF TRAINING TEACHERS FOR DISADVANTAGED ADULTS. THE 77 PARTICIPANTS--INCLUDING TEACHER EDUCATORS, TEACHERS, COMMUNITY WORKERS, STATE DEPARTMENT OF EDUCATION PERSONNEL, AND COUNSELORS--ATTENDED LECTURES BY CONSULTANTS FROM THE SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION AT OKLAHOMA STATE UNIVERSITY, THE STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, AND THE AREA MANPOWER INSTITUTES FOR DEVELOPMENT OF STAFF, AND PARTICIPATED IN SMALL-GROUP DISCUSSIONS. AN IMPORTANT FEATURE OF THE INSTITUTE WAS A LIVE-IN ARRANGEMENT WHEREBY PARTICIPANTS SPENT FOUR NIGHTS IN THE HOME OF A DISADVANTAGED FAMILY. MOST PARTICIPANTS EVALUATED THE INSTITUTE FAVORABLY. IN ADDITION, A 4-MONTH FOLLOWUP FOUND THAT MOST PARTICIPANTS SUBSEQUENTLY ENGAGED IN ONE OR MORE ACTIVITIES DESIGNED TO IMPROVE EDUCATION FOR THE DISADVANTAGED. (THE REPORT INCLUDES LISTS OF PARTICIPANTS AND CONSULTANTS, A SCHEDULE OF DAILY ACTIVITIES, AND SOME OF THE EVALUATION FORMS DEVELOPED.) (RT)

ORI 5281
BYNON, JOSEPH PATRICK
AN ANALYSIS OF SOME OF THE CONSEQUENCES OF AN EFFORT TO SPREAD A CURRICULUM INNOVATION.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (ORDER NO. 70-12,543, MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 219P.ED.D. DISSERTATION, COLUMBIA UNIVERSITY

DESCRIPTORS - *EDUCATIONAL INNOVATION; BEHAVIOR CHANGE; *CURRICULUM; INFORMATION DISSEMINATION; *EDUCATIONAL CHANGE; *ADOPTION (IDEAS); TEST RESULTS

ABSTRACT - THIS STUDY WAS DESIGNED TO INVESTIGATE THE IDEAS ON THE DISSEMINATION PHASE OF EDUCATIONAL CHANGE DEVELOPED BY HENRY BRICKELL IN ORGANIZING NEW YORK STATE FOR EDUCATIONAL CHANGE. A READING PROGRAM WAS INTRODUCED TO 362 FOURTH GRADE TEACHERS. DEMONSTRATIONS AND RE-EDUCATION SESSIONS, WHICH BRICKELL HAS STRESSED, WERE USED TO DISSEMINATE THIS READING PROGRAM. THIS STUDY DESCRIBES THE EFFECTIVENESS OF THESE TECHNIQUES, BOTH IN CONVINCING TEACHERS OF VALUE OF THIS READING PROGRAM AND IN TEACHING THEM ITS CONTENT, NAMELY, TERMINOLOGY, RATIONALE AND CLASSROOM PRACTICES. AN ORIGINAL QUESTIONNAIRE AND A CHECKLIST FOR CLASSROOM OBSERVATIONS WERE USED TO INVESTIGATE THE EXTENT TO WHICH TEACHERS HAD LEARNED THE SPECIFICS OF THE READING PROGRAM. THIS STUDY CONFIRMS BRICKELL'S IDEAS ABOUT THE DISSEMINATION PROCESS, BUT SUGGESTS THAT THEY ARE SOMEWHAT INADEQUATE. THERE WAS NOT, AS BRICKELL SUGGESTS, A CLEAR DIVISION BETWEEN THE PERSUASIVE FUNCTION OF THE DEMONSTRATIONS AND THE TEACHING FUNCTION OF THE RE-EDUCATION PROGRAMS. THERE WERE OTHER INFLUENTIAL FACTORS IN THE DISSEMINATION PROCESS, NOTABLY THE PRINCIPAL AND OTHER TEACHERS. FINALLY, THERE WAS NEED IN THE DISSEMINATION PROCESS FOR A RESOURCE PERSON AFTER TEACHERS HAD WORKED WITH THE EDUCATIONAL CHANGE FOR A FEW MONTHS. (AUTHOR/CM)

ORI 5301 ED 028 128
OPERATION FAIR CHANCE: AN EXPERIMENTAL PROGRAM IN TEACHER PREPARATION.

CALIFORNIA STATE COLL., HAYWARD.
EDRS PRICE MF-$0.25 HC-$1.75
PUB DATE - AUG 68 33P.

DESCRIPTORS - *CROSS CULTURAL TRAINING; *DISADVANTAGED YOUTH; EDUCATION MAJORS; EVALUATION; LEARNING PROCESSES; OPINIONS; SCHOOL COMMUNITY RELATIONSHIP; SELF ACTUALIZATION; *STUDENT TEACHING; TEACHER EDUCATION
IDENTIFIERS - OFC; OPERATION FAIR CHANCE

ABSTRACT - THIS DOCUMENT CONSISTS OF EXCERPTS FROM THE JOURNALS OF THE 40 STUDENT PARTICIPANTS IN THE OPERATION FAIR CHANCE (OFC) PROJECT. OFC IS A YEAR-LONG PROGRAM DESIGNED TO PROVIDE EFFECTIVE TEACHERS FOR LOWER ECONOMIC AREAS THROUGH INVOLVING TEACHER CANDIDATES IN THE CLASSROOM AT THE START OF THE PUBLIC SCHOOL SEMESTER AND HAVING THEM WORK THROUGHOUT THE YEAR TO IMPROVE HUMAN RELATIONSHIPS WITHIN THE COMMUNITY. THE REPORT IS DIVIDED INTO TWO SECTIONS WHICH CONVEY SEVERAL ASPECTS OF OFC: REACTIONS TO THE EDUCATIONAL SYSTEM IN GENERAL (WITH OBSERVATIONS ON THE NEED TO BUILD ON THE VALUES OF THE GHETTO CHILD RATHER THAN TO DISMISS THEM AS UNDESIRABLES), EXPERIENCES IN SPECIFIC CLASSROOMS (WITH OBSERVATIONS ON HUMAN RELATIONS AND THE TEACHING AND LEARNING PROCESSES), INVOLVEMENT IN THE COMMUNITY (INCLUDING SUCH ACTIVITIES AS VOTER REGISTRATION DUTIES AND TEAS), AND

SPECIFIC PROGRAM OFFERINGS SUCH AS SEMINARS, FIELD TRIPS, AND READINGS. TWO LARGER JOURNAL SELECTIONS ARE ALSO INCLUDED: A DESCRIPTION OF AN ATTEMPT BY A TEACHER CANDIDATE TO REACH A GIFTED BUT DIFFICULT CHILD, AND A CAPSULE VIEW OF THE GROWTH AND CHANGE OF ONE CANDIDATE. A LIST OF PARTICIPANTS AND STAFF IS INCLUDED, ALONG WITH INFORMATION ABOUT CERTIFICATION RESULTING FROM PARTICIPATION IN THE PROGRAM. (SM)

ORI 5302 ED 050 036
HRIVNAK, JOSEPH T.
THE USE OF INTERACTION AND FEEDBACK IN AN INSERVICE EDUCATION MODEL.

EDRS PRICE MF-$0.65 HC-$6.58
PUB DATE - 70 118P.DOCTORAL DISSERTATION SUBMITTED TO THE UNIVERSITY OF PITTSBURGH SCHOOL OF EDUCATION, 1970

DESCRIPTORS - *BEGINNING TEACHERS; CLASSROOM OBSERVATION TECHNIQUES; *ELEMENTARY SCHOOL TEACHERS; FEEDBACK; *INSERVICE TEACHER EDUCATION; INTERACTION; SMALL GROUP INSTRUCTION; *TEACHER BEHAVIOR; *TEACHER IMPROVEMENT

ABSTRACT - THIS STUDY TESTED A MODEL OF INSERVICE EDUCATION WHICH USED SMALL GROUP INTERACTION SESSIONS AND INDIVIDUAL FEEDBACK TO ASSIST TEACHERS IN CONTINUING THEIR PROFESSIONAL DEVELOPMENT. THE COMPETENCIES (DEALING WITH TEACHER CLASSROOM BEHAVIOR) USED AS CONTENT DURING THE GROUP SESSIONS WERE RELEVANT TO THE EXPERIMENTAL POPULATION OF BEGINNING PRIMARY TEACHERS. THE INDIVIDUAL FEEDBACK CONSISTED OF CLASSROOM OBSERVATION AND CONFERENCES WITH THE TEACHERS AS THEY IMPLEMENTED BEHAVIORS ASSOCIATED WITH EACH COMPETENCY. THIS PROGRAM WAS CONDUCTED DURING SCHOOL HOURS; THE TEACHERS WHO PARTICIPATED WERE RELEASED FROM THEIR TEACHING RESPONSIBILITIES FOR THE GROUP SESSIONS. THE STUDY FOLLOWED A PRETEST--POSTTEST DESIGN WITH TWO EXPERIMENTAL GROUPS AND A CONTROL GROUP. THE STUDENTS' EVALUATION INDICATED THEIR BELIEF THAT THE MODEL WAS MOST USEFUL IN ASSISTING THEM IN DEVELOPING AND REFINING TEACHING COMPETENCIES. THEY BELIEVED THAT THE PROGRAM WOULD HAVE BEEN MORE USEFUL IF IT HAD EXTENDED FOR AN ENTIRE SCHOOL YEAR OR LONGER, INSTEAD OF FOR ONLY ONE-HALF A SEMESTER. (AUTHOR)

ORI 5303 ED 049 190
HILL, JOHN C.
CHANGE OF CONTENT DEVELOPMENT PATTERNS OBSERVED IN CLASSROOM COMMUNICATION BEHAVIORS DUE TO IN-SERVICE TRAINING IN CONTENT STRATEGIES.

EDRS PRICE MF-$0.65 HC-$3.29
PUB DATE - 71 24P.PAPER PRESENTED AT ANNUAL MEETING, AERA, NEW YORK, 1971

DESCRIPTORS - BEHAVIOR CHANGE; *CLASSROOM OBSERVATION TECHNIQUES; *CONTENT ANALYSIS; *INSERVICE TEACHER EDUCATION; *INTERACTION PROCESS ANALYSIS; TEACHER BEHAVIOR
IDENTIFIERS - *CONTENT ANALYSIS SYSTEM; FLANDERS SYSTEM OF INTERACTION ANALYSIS

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO DETERMINE THE EFFECT OF TRAINING TEACHERS IN THE USE OF STRATEGIES FOR CONTENT DEVELOPMENT THROUGH CLASSROOM COMMUNICATION BEHAVIORS, TO DETERMINE THE DISCRIMINATORY POWER OF THE CONTENT ANALYSIS SYSTEM, AND TO DESCRIBE SOME OF THE RELATIONSHIPS OF CONTENT DEVELOPMENT CHARACTERISTICS AND INTERACTION CHARACTERISTICS. INSERVICE TEACHERS WERE TRAINED IN THE CONTENT ANALYSIS SYSTEM AND IN STRATEGIES OF CONTENT SEQUENCES, INCLUDING ENUMERATION, DEDUCTIVE AND INDUCTIVE ORGANIZATIONS FOR IDENTIFYING AND CLASSIFYING, DEFINING SEQUENCES, PROCESS ANALYSIS, AND COMPARISON AND CONTRAST. PRE- AND POST-AUDIO RECORDINGS OF CLASS SESSIONS BY THE EXPERIMENTAL TEACHERS WERE CODED BY MEANS OF THE FLANDERS SYSTEM OF INTERACTION ANALYSIS AND THE CONTENT ANALYSIS SYSTEM AND WERE COMPARED WITH DATA FROM A CONTROL GROUP. FINDINGS WERE THAT: 1) CHANGES IN OBSERVED BEHAVIORS SUGGEST TRAINING EFFECT. 2) CONTENT PATTERNS CAN BE IDENTIFIED BY THE CONTENT ANALYSIS SYSTEM. 3) INTERACTION CYCLES AND CONTENT DEVELOPMENT PATTERNS ARE INTERRELATED. (RT)

ORI 5304 ED 016 860
GRITZMACHER, JOAN; NELSON, HELEN Y.
EVALUATION OF STUDENT TEACHING IN HOME ECONOMICS.

STATE UNIV. OF NEW YORK, ITHACA. COLL. OF HOME ECONOMICS AT CORNELL UNIV.
EDRS PRICE MF-$0.50 HC-$3.36
08
BR-5-1333
PUB DATE - MAY67 82P.

DESCRIPTORS - *BEHAVIOR RATING SCALES; *HOME ECONOMICS EDUCATION; STUDENT TEACHERS; *STUDENT TEACHING; *TEACHER BEHAVIOR; *TEACHER EVALUATION

ABSTRACT - CRITICAL INCIDENTS REFLECTING OUTSTANDINGLY EFFECTIVE BEHAVIOR IN STUDENT TEACHING OF HOME ECONOMICS WERE COLLECTED FROM COLLEGE SUPERVISORS, COOPERATING TEACHERS, AND STUDENT TEACHERS AND CATEGORIZED ACCORDING TO SPECIFIC BEHAVIORS, AND PROVIDED A BASIS FOR CONSTRUCTING A RATING SCALE FOR EVALUATING STUDENT TEACHING PERFORMANCE. THE CRITICAL BEHAVIORS WERE USED TO DESCRIBE QUALITY LEVELS ON A FIVE-POINT CONTINUUM OF 112 UNIDIMENSIONAL ITEMS. ANALYSIS OF THIS SCALE, RS-112, BY THE DARLINGTON PROCEDURE WITH STUDENT GRADES AS CRITERION MEASURES RESULTED IN A SCALE, RS-35, 35-ITEM WITH AT LEAST ONE ITEM IN EACH OF 10 MAJOR BEHAVIOR CATEGORIES. USE OF THE RS-35 GAVE A BETTER DISTRIBUTION OF RATINGS THAN RS-112. THE MAJORITY OF COOPERATING TEACHERS AND COLLEGE SUPERVISORS REPORTED USING A RATING SCALE. ABOUT HALF PREFERRED RS-35 TO RS-112 AND OVER HALF LIKED IT BETTER THAN THEIR PRESENT INSTRUMENT. MOST REPORTED A 20-MINUTE TESTING TIME. TWO-THIRDS SAID THEY WOULD USE THE RATING SCALE, IF AVAILABLE. MORE THAN HALF OF THE STUDENT TEACHERS FELT THAT IT PROVIDED AN IMPORTANT OBJECTIVE BASIS FOR LOOKING AT THEIR BEHAVIOR. RECOMMENDATIONS CONCERN (1) REFINING THE SCALE, (2) DIFFERENTIATING MORE CLEARLY BETWEEN LEVELS 3 AND 5, (3) USING THE FIVE

ITEMS EMERGING FROM MULTIPLE REGRESSION ANALYSIS FOR A SHORTER RATING SCALE, (4) INCLUDING A PLACE FOR RATER COMMENTS ABOUT STUDENT TEACHER GROWTH, AND (5) USING THE SCALE AT THE MIDDLE AND CONCLUSION OF STUDENT TEACHING. BOTH SCALES, OPINIONNAIRES, CATEGORIES OF STUDENT BEHAVIOR, AND THE INFORMATION FORM FOR REPORTING CRITICAL INCIDENTS ARE INCLUDED. (FP)

ORI 5305 ED 023 621
JEFFS, GEORGE A., AND OTHERS
THE EFFECTS OF TRAINING IN INTERACTION ANALYSIS ON THE VERBAL BEHAVIOR OF TEACHERS.

ED W. CLARK HIGH SCHOOL, LAS VEGAS, NEV.
EDRS PRICE MF-$0.25 HC-$2.90
PUB DATE - OCT 68 56P.

DESCRIPTORS - *EDUCATIONAL EXPERIMENTS; FEEDBACK; *INSERVICE TEACHER EDUCATION; *INTERACTION PROCESS ANALYSIS; SECONDARY SCHOOL TEACHERS; STUDENT BEHAVIOR; STUDENT PARTICIPATION; *STUDENT TEACHER RELATIONSHIP; *VIDEO TAPE RECORDINGS
IDENTIFIERS - FLANDERS SYSTEM OF INTERACTION ANALYSIS

ABSTRACT - THE HYPOTHESIS THAT "TEACHERS WHO RECEIVE TRAINING IN INTERACTION ANALYSIS WILL INCREASE THEIR USE OF ACCEPTING OR USING IDEAS OF STUDENTS . . . AND PROMOTE GREATER FREQUENCY OF STUDENT-INITIATED TALK" WAS INVESTIGATED. FOUR TEACHERS OF MATHEMATICS AND SOCIAL STUDIES WERE SELECTED FOR INTERACTION ANALYSIS TRAINING IN THE CLARK HIGH SCHOOL (LAS VEGAS, NEVADA) INTERACTION ANALYSIS INSERVICE TEACHER TRAINING PROGRAM. THEN VIDEOTAPES MADE OF THEIR ACTUAL CLASSROOM LESSONS WERE ANALYZED USING NED A. FLANDERS' SYSTEM OF INTERACTION ANALYSIS, AND THE INFORMATION WAS TRANSFERRED TO A MATRIX. DATA WAS ANALYZED EMPIRICALLY RATHER THAN STATISTICALLY. RESULTS CONFIRMED THE HYPOTHESIS. ADDITIONALLY, RESULTS INDICATED (1) A DECIDED INCREASE IN TEACHERS' ACCEPTING, CLARIFYING, AND EXPANDING STUDENT IDEAS FROM THE FIRST TO THE SECOND SEMESTER; (2) A PRONOUNCED INCREASE IN UNPREDICTABLE STUDENT STATEMENTS DURING THE SECOND SEMESTER OF THE PROGRAM; (3) A DECREASE IN THE NUMBER OF STUDENT RESPONSES WHICH WERE STIMULATED BY THE TEACHER (AND SOMEWHAT RESTRICTED IN SCOPE) BETWEEN THE FIRST AND SECOND SEMESTER; (4) A MORE INDIRECT APPROACH TO MOTIVATION AND CONTROL ON THE PART OF TEACHERS DURING THE SECOND SEMESTER; (5) A DECREASE IN THE USE OF QUESTIONS BY TEACHERS BETWEEN THE FIRST AND SECOND SEMESTER; (6) A DECREASE IN TEACHER INITIATION AND AN INCREASE IN STUDENT INITIATION AND STUDENT RESPONSE FROM THE FIRST TO THE SECOND SEMESTER. (A 63-ITEM BIBLIOGRAPHY IS APPENDED.) (SG)

ORI 5321
GLIESSMAN, DAVID, AND OTHERS
A MEDIUM FOR PROBLEM SOLVING IN TEACHER EDUCATION.

JOURNAL OF TEACHER EDUCATION; V19 N1 PP71-77 SPR 1968
PUB DATE - 68

DESCRIPTORS - *TEACHER EDUCATION; FILMS; *INSTRUCTIONAL FILMS; *TEACHING TECHNIQUES; *PROBLEM SOLVING; PROBLEM SETS
IDENTIFIERS - STIMULUM FILM

ABSTRACT - IT IS NO LONGER A NECESSITY TO STRIVE FOR SITUATIONS IN TEACHER PREPARATION THAT WILL BE IDENTICAL TO THOSE TO BE USED IN THE REAL CLASSROOM. NEW MEDIA AND MATERIALS MAKE IT POSSIBLE TO PROVIDE ANALOGOUS OR MEDIATED SITUATIONS. THE STIMULUS FILM, A TERM USED TO DESCRIBE A BRIEF, PROBLEM-CENTERED, OPEN-ENDED FILM, IS A MEDIUM THAT WILL HELP FULFILL THE REQUIREMENTS IN A TEACHER EDUCATION PROGRAM. THESE FILMS, EACH PORTRAYING A SEPARATE, REALISTIC PROBLEM IN CLASSROOM LEARNING OR TEACHING, MAY BE USED AS A STIMULUS FOR SUCH ACTIVITIES AS TEACHER-LED CLASS DISCUSSION, SMALL GROUP DISCUSSION, ROLE PLAYING OR INDEPENDENT STUDY. JUDGEMENTS AS TO EXACTLY WHICH TEACHING STRATEGY TO EMPLOY, MUST BE MADE ON THE BASIS OF THE EDUCATIONAL OBJECTIVES BEING PURSUED IN THE LEARNING SITUATION. IF THESE OBJECTIVES INCLUDE HELPING PROSPECTIVE TEACHERS TO BECOME MORE EFFECTIVE PROBLEM SOLVERS, THIS STRATEGY FOR INSTRUCTION SEEMS TO HOLD REAL PROMISE. (CH)

ORI 5322
HAZARD, WILLIAM R.
THE IN-SERVICE SABBATICAL.

PHI DELTA KAPPAN; V59 N10 PP 598-99 JUN 1968
PUB DATE - ND

DESCRIPTORS - *SABBATICAL LEAVES; PROFESSIONAL TRAINING; *SCHOOL VISITATION; *IN-SERVICE TEACHER EDUCATION; LEAVE OF ABSENCE; *TEACHER IMPROVEMENT; *TEACHING BENEFITS; TEACHING CONDITIONS

ABSTRACT - HAZARD DESCRIBES HOW INSERVICE SABBATICAL LEAVES FOR SCHOOL TEACHERS CAN ACT AS AN EFFECTIVE TOOL IN SOLVING SPECIFIC CURRICULUM OR TEACHING PROBLEMS, AND REKINDLE TEACHERS' INTERESTS TO MEET THE EDUCATIONAL NEEDS OF STUDENTS. OVER A GIVEN YEAR A LARGER NUMBER OF TEACHERS MIGHT BE RELIEVED AT VARIOUS TIMES FOR INSERVICE SABBATICALS, RATHER THAN ONE TEACHER FOR AN ENTIRE SCHOOL YEAR. WITH SUCH INDISTRICT PROGRAMS, TEACHERS COULD DEVELOP DISTRICT AND AREA-WIDE COORDINATED PLANS FOR GRADE-LEVEL OR SPECIAL FIELDS. FOR THE COST OF A SINGLE YEAR-LONG SABBATICAL, THE SCHOOL BOARD COULD PROVIDE 32 WEEK LONG SABBATICALS, 16 TWO-WEEK SABBATICALS, ETC. CONTROL OF THE PROGRAM WOULD BE SIMPLE. A PLAN OF INQUIRY OR A DESCRIPTION OF THE SCHOOL PROBLEM COULD BE REQUIRED OF THE TEACHER BEFORE GRANTING LEAVE. WITH THE DISTINCT POTENTIAL FOR IMPROVED MORALE AMONG TEACHERS AND THE POSSIBILITY OF SOLVING SOME SCHOOL PROBLEMS, THE INSERVICE SABBATICAL COULD MAKE A REAL CONTRIBUTION TO THE TOTAL SCHOOL OPERATION. (CH)

ORI 5323
BRABBLE, ELIZABETH WILLIAMS
STUDENT TEACHER-SUPERVISING TEACHER

COMPATIBILITY AND ITS RELATION TO SUCCESS IN STUDENT TEACHING.

UNIVERSITY MICROFILMS, P.O. BOX 1746, ANN ARBOR, MICH. 48106 (ORDER NO. 70-13, 801, MF $4.00 XEROGRAPHY $10.00)
PUB DATE - 69 139P.ED.D. DISSERTATION, PENNSYLVANIA STATE UNIVERSITY

DESCRIPTORS - TEACHING PROCEDURES; *STUDENT TEACHING; HOME ECONOMICS TEACHERS; PRACTICUM SUPERVISION; LESSON OBSERVATION CRITERIA; *EVALUATION TECHNIQUES; *SUCCESS FACTORS; *COOPERATING TEACHERS; *STUDENT TEACHERS; RELATIONSHIP

ABSTRACT - THE ASSUMPTIONS AND IMPLICATIONS INHERENT IN THE INTERPERSONAL THEORY OF DYADIC RELATIONS AND THEIR RELEVANCE FOR THE STUDENT SETTING WERE EXPLORED IN THIS STUDY. A BASIC ASSUMPTION OF THE STUDY, WHICH STATED THAT STUDENT TEACHERS COULD BE MORE EFFECTIVE IN A CLIMATE WHERE THE THEORETICAL DISTANCE BETWEEN THE INTERPERSONAL ATTITUDES AND PERCEPTIONS OF THE EDUCATIONAL DYAD WAS AT A MINIMUM, COULD NOT BE PROVEN DUE TO LACK OF CONCLUSIVE EVIDENCE TO SUPPORT OR REJECT THE PROPOSITION. A POSITIVE RELATIONSHIP WAS FOUND TO EXIST BETWEEN STUDENT TEACHER-SUPERVISOR TEACHER COMPATIBILITY STATUS AND STUDENT TEACHER SUCCESS. THE COMPATABILITY MEASURES OF PERFORMANCE, INTERACTION, ACHIEVEMENT, AND SATISFACTION PROVED TO BE RELIABLE AND DISCRIMINATING CRITERIA FOR SUCCESS. A SATISFACTION INDEX WAS DEVELOPED FOR THE STUDY AND USED TO COLLECT DATA FROM 97 STUDENT TEACHERS FROM HOME ECONOMICS EDUCATION, AND THEIR ASSIGNED SUPERVISING TEACHERS IN STUDENT TEACHING CENTERS. THE INDEX COULD BE OF VALUE TO RESEARCHERS INTERESTED IN MEASURING SATISFACTION IN STUDENT TEACHING. (CH)

ORI 5325 ED 037 374
SNOW, RICHARD E.
TOWARD A MODEL OF TEACHER-LEARNER INTERACTION.

STANFORD UNIV., CALIF. STANFORD CENTER FOR RESEARCH AND DEVELOPMENT IN TEACHING.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$0.25 HC-$0.90
OEC-6-10-078
RM-18 BR-5-0252
PUB DATE - JAN 68 16P.

DESCRIPTORS - *CLASSROOM COMMUNICATION; *COGNITIVE PROCESSES; LEARNING CHARACTERISTICS; *LEARNING THEORIES; *MODELS; STIMULUS GENERALIZATION; STUDENT BEHAVIOR; *STUDENT TEACHER RELATIONSHIP; TEACHER BEHAVIOR; TEACHING SKILLS

ABSTRACT - A MODEL OF INFORMATIONAL INTERACTION BETWEEN TEACHERS AND LEARNERS HAS BEEN DEVELOPED AND THE FIRST FACET FOR ITS TAXONOMY DERIVED. THE MODEL FOCUSES ON THE INTERNAL COGNITIVE EVENTS OF TEACHING AND LEARNING IN HUMAN BEINGS GENERALLY, RATHER THAN ON THE SPECIFIC ROLES OF INSTRUCTOR AND STUDENT. TEACHER-LEARNER COMMUNICATION IS DESCRIBED IN TERMS OF MATHEMAGENIC BEHAVIORS (TEACHING AND LEARNING SKILLS) WHICH INTERVENE BETWEEN NOMINAL STIMULI (E.G., A PRINTED PAGE OR A TEACHER'S BEHAVIOR) AND THE REPRESENTATION OF THESE STIMULI IN THE LEARNER OR TEACHER (EFFECTIVE STIMULI). THE MODEL DEPICTS A DUAL CONTROL SYSTEM IN WHICH TEACHER AND LEARNER OPERATE IN TANDEM THROUGH A CONTINUOUS PROCESS OF FEEDBACK AND REGULATION (THE REGULATORY BEHAVIORS CONSTITUTING TEACHING AND LEARNING STYLES OR APTITUDES). LEVELS OF MATHEMAGENIC BEHAVIOR APPEAR TO EXIST IN HIERARCHICAL RELATION TO EACH OTHER WITHIN AN INDIVIDUAL WITH DISTINCTIONS MADE BETWEEN PERCEPTUAL AND HIGHER LEVEL COGNITIVE PROCESSING, ETC. IT APPEARS POSSIBLE TO INFER THE LEVELS OF PROCESSING INVOLVED IN A GIVEN INTERACTION FROM ANALYSES OF SUCH DATA AS LEARNER, OBSERVER, AND TEACHER PERCEPTIONS AND TEACHER AND LEARNER SKILLS. EXPERIMENTAL STUDIES ALREADY PERFORMED SUGGEST THAT MATHEMAGENIC BEHAVIORS CHARACTERIZED BY PROBING, HIGHER ORDER QUESTIONING, AND TRANSLATION DEVELOPMENT CAN BE IDENTIFIED IN AND ACQUIRED BY TEACHERS. FURTHER RESEARCH NEEDS TO INVESTIGATE PARALLEL LEARNER BEHAVIORS. (JS)

ORI 5326 ED 046 902
BATY, ROGER MENDENHALL
THE EFFECT OF CROSS-CULTURAL INSERVICE TRAINING ON SELECTED ATTITUDES OF ELEMENTARY SCHOOL TEACHER VOLUNTEERS: A FIELD EXPERIMENT.

STANFORD UNIV., CALIF. STANFORD INTERNATIONAL DEVELOPMENT EDUCATION CENTER.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.65 HC-$6.58
OEC-4-7-062597-1654 24
BR-6-2597
PUB DATE - 70 127P.

DESCRIPTORS - BEHAVIOR CHANGE; CHANGING ATTITUDES; *CULTURAL DIFFERENCES; *DISADVANTAGED YOUTH; *MEXICAN AMERICANS; *MINORITY GROUPS; MOTIVATION; NEGATIVE ATTITUDES; *TEACHER ATTITUDES

ABSTRACT - THIS RESEARCH STUDY WAS DESIGNED TO DETERMINE THE EFFECT OF EXPOSURE TO CULTURAL-SOCIAL-ECONOMIC DIVERSITY ON SELECTED ATTITUDES OF ELEMENTARY SCHOOL TEACHERS BY INVESTIGATING THE EFFECTS ON TEACHER TOLERANCE AND OPTIMISM OF EXPOSURE TO 1) THE USUAL CLASSROOM SITUATION AND 2) AN INSERVICE TRAINING PROGRAM. THE RESEARCH WAS CONDUCTED AS A FIELD EXPERIMENT USING A PRETEST-POSTTEST CONTROL GROUP DESIGN WITH REPLICATION. A COMMUNITY WITH A MEXICAN-AMERICAN MINORITY POPULATION IN THE SOUTHERN BAY AREA OF CALIFORNIA WAS SELECTED, AND THE TRAINING PROGRAM WAS DESIGNED TO INCREASE THE TEACHERS' UNDERSTANDING OF THE CHILDREN'S CULTURAL BACKGROUND AND TO HELP TEACHERS INCREASE THE CHILDREN'S SELF-ESTEEM. RESULTS INDICATED THAT TEACHERS WITH MORE THAN ONE YEAR'S EXPERIENCE WITH DISADVANTAGED CHILDREN WERE MORE OPTIMISTIC IN THEIR APPROACH, AND THAT THE TRAINING PROGRAM MADE PARTICIPANTS MORE LIBERAL IN THEIR OUTLOOK. IT IS RECOMMENDED THAT NEW TEACHERS SHOULD NOT BE PLACED IN CLASSROOMS WITH A LARGE PERCENTAGE OF DISADVANTAGED CHILDREN. APPENDIXES INCLUDE 1) THE PROCEDURE USED FOR FORMATION OF

TREATMENT AND MATCHED COMPARISON GROUPS; 2) THE SURVEY INSTRUMENT; 3) THE CLASSROOM OBSERVATION RECORD; (4) A CYBERNETIC MODEL OF THE EDUCATIONAL PROCESS; 5) ANALYSIS OF THE ASSOCIATION BETWEEN TEACHER BACKGROUND CHARACTERISTICS AND CHANGES IN SCORE; AMD 6) A 73-ITEM BIBLIOGRAPHY. (MBM)

ORI 5342 ED 027 240
PURPOSE AND POTENTIALS. ANNUAL REPORT TO THE UNITED STATES OFFICE OF EDUCATION, SEPTEMBER 15, 1968, PART 1, BASIC PROGRAM PLANS.

NORTHWEST REGIONAL EDUCATIONAL LAB., PORTLAND, OREG.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$1.00 HC-$10.15
BR-6-2871
PUB DATE - SEP 68 201P.

DESCRIPTORS - *ANNUAL REPORTS; AUTOINSTRUCTIONAL PROGRAMS; CLASSROOM TECHNIQUES; DISADVANTAGED YOUTH; *EDUCATIONAL RESEARCH; INSTRUCTIONAL INNOVATION; *INSTRUCTIONAL PROGRAMS; INTERAGENCY COOPERATION; INTERCULTURAL PROGRAMS; PROGRAM DESIGN; *PROGRAM DEVELOPMENT; PROGRAM PLANNING; *REGIONAL LABORATORIES; RESEARCH AND DEVELOPMENT CENTERS; SMALL SCHOOLS; SYSTEMS APPROACH; TEACHER EDUCATION; TEACHER IMPROVEMENT; TEACHING SKILLS; TEACHING TECHNIQUES
IDENTIFIERS - *NORTHWEST REGIONAL EDUCATIONAL LABORATORY

ABSTRACT - THE INTRODUCTION OF THIS REPORT SUMMARIZES THE LABORATORY'S FUNCTIONS, COMPETENCIES, AND PURPOSE: "TO WORK WITH ALL INTERESTED ORGANIZATIONS, INSTITUTIONS, AND AGENCIES IN IMPROVING THE QUALITY OF EDUCATION BY APPLYING THE RESULTS OF SCIENTIFIC KNOWLEDGE AND TECHNOLOGICAL DEVELOPMENT TO CLASSROOM PRACTICE." THE THREE MAJOR REPORT SECTIONS CONTAIN RATIONALE, OBJECTIVES, RESEARCH BASE, LONG-RANGE PLANS, AND ACCOMPLISHMENTS TO DATE OF THE LABORATORY'S THREE MAJOR PROGRAMS: PROGRAM 100, WHICH HAS DEVELOPED INSTRUCTIONAL SYSTEMS TO ASSIST TEACHERS IN LEARNING PROCESS SKILLS FOUND TO BE RELATED TO THE PRODUCTION OF DESIRABLE LEARNER OUTCOMES; PROGRAM 200, WHICH EMPHASIZES INSTRUCTIONAL SYSTEMS TO ASSIST THOSE INVOLVED IN INTERCULTURAL PROGRAMS (IN METROPOLITAN CITIES AND AMONG INDIANS, ALASKAN NATIVES, AND MIGRANTS) TO COLLABORATE, ASSESS NEEDS, AND PLAN EFFECTIVELY; PROGRAM 400, WHICH IS DEVELOPING SELF-INSTRUCTIONAL SYSTEMS IN CONTENT AREAS TO IMPROVE INSTRUCTION IN SMALL SCHOOLS. INCLUDED ARE SECTIONS ON THE ACTIVITY PHASES, OUTLINE FOR DISSEMINATION STRATEGY, AND PARTIAL SYSTEM ANALYSIS OF PROGRAM 100 AND ON THE 1968-74 WORK SCHEDULE WITH DETAILED WORK PLANS FOR PROGRAM 400. SHORTER DESCRIPTIONS AND PLANS ARE PRESENTED FOR THREE SPECIAL PROJECTS: RELEVANT EDUCATIONAL APPLICATIONS OF COMPUTER TECHNOLOGY (REACT); INDIVIDUALLY PRESCRIBED INSTRUCTION (IPI); AND INFORMATION FOR URBAN EDUCATIONAL PLANNING. (JS)

ORI 5361 ED 049 185
JORDAN, DANIEL C.; SPIESS, KATHRYN H.
BLUEPRINT FOR ACTION: A SUMMARY OF RECOMMENDATIONS FOR IMPROVING COMPENSATORY EDUCATION IN MASSACHUSETTS.

MASSACHUSETTS UNIV., AMHERST. SCHOOL OF EDUCATION.
MASSACHUSETTS ADVISORY COUNCIL ON EDUCATION, BOSTON.
EDRS PRICE MF-$0.65 HC-$6.58
PUBLIC DOCUMENT DIVISION, ROOM 116, THE STATE HOUSE, BOSTON, MASSACHUSETTS ($1.33)
PUB DATE - MAR 70 130P.

DESCRIPTORS - *COMPENSATORY EDUCATION; EARLY CHILDHOOD EDUCATION; *EDUCATIONAL IMPROVEMENT; *EDUCATIONALLY DISADVANTAGED; EDUCATIONAL OBJECTIVES; PROGRAM DEVELOPMENT; *RELEVANCE (EDUCATION); STAFF ROLE; *TEACHER EDUCATION

ABSTRACT - THIS SUMMARIZES A MORE DETAILED REPORT "COMPENSATORY EDUCATION IN MASSACHUSETTS: AN EVALUATION WITH RECOMMENDATIONS." THE FIRST PART OUTLINES FOUR CRITICAL COURSES OF ACTION WHICH WILL STRENGTHEN COMPENSATORY EDUCATION: (1) ESTABLISH APPROPRIATE PROGRAM OBJECTIVES; (2) ESTABLISH SOUND EVALUATION COMPONENTS IN ALL TITLE I PROJECTS; (3) ESTABLISH SEVERAL MODEL COMPENSATORY PROGRAMS; AND (4) TAKE STEPS TO FILL THE FINDINGS AND SUBSIDIARY RECOMMENDATIONS, PRESENTED UNDER THE FOLLOWING HEADINGS WHICH ARE RELATED TO THE OBSERVATION PROTOCOL AND QUESTIONNAIRE USED TO COLLECT THE DATA: (1) PLANNING PROCEDURES; (2) FORMULATION OF PROJECT OBJECTIVES; (3) SELECTION OF PROJECT PARTICIPANTS; (4) PROJECT EVALUATION; (5) PROGRAM MODIFICATION; (6) STAFF CHARACTERISTICS, SELECTION AND RECRUITMENT; (7) PRESERVICE AND INSERVICE TRAINING; (8) DEVELOPING EFFECTIVE LEARNERS; (9) MOTIVATIONAL ASPECTS OF THE PROGRAM; (10) PARENT, HOME, AND COMMUNITY INVOLVEMENT. THE AGENCIES WHICH SHOULD BE RESPONSIBLE FOR CARRYIHNG OUT THE VARIOUS RECOMMENDATIONS ARE CONSIDERED, AND A MODEL PROGRAM IS PRESENTED. THIS DESCRIBES THE CHARACTERISTICS OF THE COMPETENT LEARNER, THE STRUCTURE AND FUNCTION OF THE MODEL PROGRAM, AND THE SELECTION AND RECRUITMENT OF STAFF FOR TRAINING. THE ROLES AND TRAINING EXPERIENCES OF THE VARIOUS STAFF MEMBERS ARE LISTED.

ORI 5363 ED 038 217
UTILIZATION OF TEACHER AIDES...A PUBLICATION FOR THOSE CONCERNED WITH THE RECRUITMENT, SELECTION, PREPARATION AND UTILIZATION OF TEACHER AIDES.

CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION, TOPPENISH, WASH.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$1.85
95
PUB DATE - FEB 70 35P.

DESCRIPTORS - ADMINISTRATION; *AMERICAN INDIANS; CULTURALLY DISADVANTAGED; *EDUCATIONAL METHODS; GUIDELINES; INSERVICE TEACHER EDUCATION; *MIGRANTS; NEEDS; QUALIFICATIONS; RESPONSIBILITY; SCHOOL COMMUNITY RELATIONSHIP; *TASK ANALYSIS;

*TEACHER AIDES; TRAINING OBJECTIVES
IDENTIFIERS - TOPPENISH; WASHINGTON

ABSTRACT - IN RESPONSE TO AREA SCHOOLS' REQUESTS, THE CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION AT WASHINGTON STATE COLLEGE HAS COMPILED A SET OF GUIDELINES FOR THE RECRUITMENT, SELECTION, PREPARATION AND UTILIZATION OF TEACHER AIDES. THE SOURCE FOR THE GUIDELINE DATA WAS A TEACHER AIDE TRAINING PROGRAM INITIATED IN OCTOBER OF 1968, WHEREIN 415 AIDES WERE GIVEN DIRECT INSTRUCTION. SPECIFIC TOPICS IN THE GUIDE INCLUDE (1) RATIONALE FOR EMPLOYING TEACHER AIDES, (2) GOALS FOR TEACHER-AIDE TRAINING, (3) QUALIFICATIONS FOR TEACHER AIDES, (4) NEEDS OF MIGRANT CHILDREN, (5) CULTURAL DIFFERENCES, AND (6) SUGGESTED TEACHER-AIDE DUTIES. METHODS AND TECHNIQUES EMPLOYED IN THE PROGRAM ARE TO BE PUBLISHED AT A LATER DATE. THE INFORMAL FINDINGS INDICATE THAT THE TEACHER AIDE IS VALUABLE NOT ONLY TO THE TEACHER BUT ALSO TO THE PUPIL, SCHOOL, AND COMMUNITY. (BD)

ORI 5364 ED 021 807
WHITE, MARJORIE A., AND OTHERS
A STUDY OF CONTRASTING PATTERNS IN INSERVICE EDUCATION.

TEXAS UNIV., AUSTIN. SCIENCE EDUCATION CENTER.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$0.25 HC-$0.96
OEC-6-10-108 24
SIP-RR-3 BR-5-0249
PUB DATE - 67 22P.

DESCRIPTORS - CHANGING ATTITUDES; CURRICULUM PROBLEMS; *EFFECTIVE TEACHING; *ELEMENTARY SCHOOL TEACHERS; *INSERVICE TEACHER EDUCATION; *SCIENCE CURRICULUM; *TEACHER ATTITUDES
IDENTIFIERS - *SCIENCE--A PROCESS APPROACH

ABSTRACT - IN-SERVICE TEACHER EDUCATION PROGRAMS ARE DESIGNED TO INCREASE TEACHERS' SUBJECT MATTER COMPETENCY AND TO DEVELOP POSITIVE ATTITUDES TOWARD NEW CURRICULUM PLANS. THIS STUDY OF SUCH A PROGRAM ATTEMPTS TO ANSWER TWO QUESTIONS: (1) WHAT TYPE OF PROGRAM MOST EFFICIENTLY ACHIEVES THE AIMS AND (2) HOW ARE THE RESULTS AFFECTED BY LOCATION OF THE PROGRAM, PREVIOUS TEACHING EXPERIENCE, PREVIOUS SCIENCE COURSES, AND GRADE LEVEL TAUGHT? ELEMENTARY SCHOOL TEACHERS (N=140) PARTICIPATED IN TRAINING PROGRAMS USING "SCIENCE--A PROCESS APPROACH," A NEW CURRICULUM DEVELOPED BY THE COMMISSION ON SCIENCE EDUCATION FOR THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. THREE GROUP PROGRAMS WERE CONDUCTED: (1) A 6-CREDIT-HOUR COURSE ON A COLLEGE CAMPUS, (2) A 1-WEEK PRESCHOOL WORKSHOP FOLLOWED UP BY MONTHLY 1-DAY VISITS AND GROUP SESSIONS IN PARTICIPATING SCHOOLS, AND (3) A RELEASED-TIME IN-SERVICE PLAN OF 11 HALF-DAY SESSIONS THROUGHOUT THE SCHOOL YEAR. PRE- AND POSTTEST BATTERIES ALONG WITH OTHER FINDINGS INDICATE THAT FOR IMPROVEMENT IN BOTH SCIENCE COMPETENCE AND TEACHER ATTITUDE, THE RELEASED-TIME FORMAT OF TEACHER TRAINING IS MOST EFFECTIVE; THE CAMPUS PROGRAM, LEAST EFFECTIVE. PREVIOUS TEACHING EXPERIENCE AND GRADE LEVEL TAUGHT SEEM UNRELATED TO COMPETENCE AND ATTITUDE CHANGES, BUT PREVIOUS SCIENCE TRAINING APPEARS TO CONTRIBUTE POSITIVELY TO BOTH TYPES OF CHANGE. SEVEN REFERENCES APPEAR IN THE BIBLIOGRAPHY. (JS)

ORI 5365 ED 048 098
MELCHING, WILLIAM H., AND OTHERS
INTRODUCING INNOVATION IN INSTRUCTION: IN-SERVICE TEACHER WORKSHOPS IN CLASSROOM MANAGEMENT.

HUMAN RESOURCES RESEARCH ORGANIZATION, ALEXANDRIA, VA.
EDRS PRICE MF-$0.65 HC-$3.29
HUMRRO-TR-70-104
PUB DATE - NOV 70 42P.

DESCRIPTORS - BEHAVIORAL OBJECTIVES; *CLASS MANAGEMENT; ELEMENTARY SCHOOL TEACHERS; *INSERVICE TEACHER EDUCATION; INSTRUCTIONAL MATERIALS; *TEACHER WORKSHOPS

ABSTRACT - AN INTEGRATED SET OF SUMMER WORKSHOPS WAS CONDUCTED FOR ELEMENTARY TEACHERS IN THE RIVER ROUGE, MICHIGAN, SCHOOL DISTRICT (FOR EIGHT TEACHERS AND EIGHT AIDES FROM EACH OF GRADES 1, 2, AND 3 REPRESENTING ALL FOUR ELEMENTARY SCHOOLS) TO INTRODUCE THEM TO AND PROVIDE PRACTICE IN SELECTED INNOVATIVE TECHNIQUES FOR THE MANAGEMENT OF CLASSROOM BEHAVIOR AND INSTRUCTIONAL MATERIALS. THE THREE TEACHER WORKSHOPS DEALT WITH DEVELOPMENT AND USE OF INSTRUCTIONAL OBJECTIVES STATED IN PERFORMANCE TERMS, IMPLEMENTATION OF THE CONCEPTS OF LEARNING MODULES AND MASTERY TESTS, AND APPLICATION OF CONTINGENCY MANAGEMENT TECHNIQUES FOR CONTROLLING STUDENT BEHAVIOR IN THE CLASSROOM. THE PROGRAM PROVIDED PARTICIPANTS WITH FIRST HAND PRACTICE AND EXPERIENCE. NUMEROUS PRACTICAL EXERCISES WERE BUILT INTO EACH SCHEDULE, AND PARTICIPANTS WERE ASKED TO USE INSTRUCTIONAL MATERIALS, COURSE CONTENT, AND SPECIFIC BEHAVIOR PROBLEMS FROM THEIR SCHOOL-YEAR ENVIRONMENTS AND EXPERIENCES. IN THE CONTINGENCY MANAGEMENT WORKSHOP, CLASSROOM PRACTICE WAS HELD WITH PUPILS, AND TEACHERS ALTERNATING AS TEACHERS AND OBSERVERS. ADDITIONAL WORKSHOPS WERE CONDUCTED FOR ADMINISTRATIVE AND SUPERVISORY PERSONNEL TO ENABLE THEM TO PROVIDE KNOWLEDGEABLE SUPPORT TO THE TEACHERS IN IMPLEMENTING THE NEW TECHNIQUES DURING THE SCHOOL YEAR. WORKSHOPS WERE CONSIDERED SUCCESSFUL. A FOLLOW-UP PROGRAM WILL ASSIST THE TEACHERS IN IMPLEMENTATION AND EVALUATE THE EFFECTIVENESS OF THE INNOVATIVE TECHNIQUES IN THE CLASSROOM. (AUTHOR/JS)

ORI 5366 ED 021 137
REED, JACK C. ; WRIGHT, LUCILLE E.
IN-SERVICE EDUCATION OF OFFICE OCCUPATIONS TEACHER-COORDINATORS. FINAL REPORT.

UNIVERSITY OF NORTHERN IOWA, CEDAR FALLS. DEPT. OF BUSINESS AND BUSINESS EDUCATION.
EDRS PRICE MF-$1.00 HC-$9.36
OEG-3-7-070542-2968
BR-7-0542.
PUB DATE - APR68 232P.

DESCRIPTORS - BIBLIOGRAPHIES; FIELD INSTRUCTION; INFORMATION DISSEMINATION; *INSERVICE TEACHER EDUCATION; INSTRUCTIONAL MATERIALS; *INSTRUCTOR COORDINATORS; NATIONAL PROGRAMS; *OFFICE OCCUPATIONS EDUCATION; PARTICIPANT INVOLVEMENT; PROGRAM EVALUATION; SPEECHES; *SUMMER INSTITUTES

ABSTRACT - TWENTY-SIX OFFICE OCCUPATIONS TEACHERS FROM 24 STATES, THE DISTRICT OF COLUMBIA, AND PUERTO RICO ATTENDED THE FIRST NATIONAL INSTITUTE FOR INSERVICE EDUCATION OF OFFICE OCCUPATIONS TEACHER-COORDINATORS AT THE UNIVERSITY OF NORTHERN IOWA TO PARTICIPATE IN 4 WEEKS OF CLASSROOM INSTRUCTION AND PRACTICAL FIELD OBSERVATIONS RELATED TO THE OFFICE OCCUPATIONS EDUCATIONAL CYCLE. THE CYCLE, AS DEVELOPED BY DR. BRUCE I. BLACKSTONE, STARTS FROM AN ANALYSIS OF THE OCCUPATION AND A DESCRIPTION OF BEHAVIORAL TERMS TRANSLATED INTO EDUCATIONAL PROCEDURES WHICH, PLACED INTO OPERATION IN AND OUT OF SCHOOL, PROVIDE THE STUDENT WITH PLANNED LEARNING EXPERIENCES AND REALISTIC OPPORTUNITIES TO USE SKILLS AND KNOWLEDGES, PLACEMENT IN THE WORLD OF WORK, AND EVALUATION ON THE BASIS OF SUCCESS ON THE JOB. NATIONALLY KNOWN RESOURCE PERSONS PRESENTED MATERIALS RELATIVE TO THE CYCLE. THE TEACHING OF DISADVANTAGED YOUTH WAS GIVEN PRIME CONCERN. EACH PARTICIPANT SPENT 3 DAYS IN EACH OF TWO OFFICES IN THE AREA TO GATHER JOB INFORMATION. INCLUDED ARE (1) THE FOLLOWUP EVALUATION FINDINGS AND COMMENTS OF THE PARTICIPANTS, (2) A BIBLIOGRAPHY, (3) EXTENSIVE APPENDIXES CONTAINING FEDERAL LEGISLATION REPORTS, INSTRUCTIONAL MATERIALS, THE EVALUATION QUESTIONNAIRE, AND INSTITUTE INFORMATION, AND (4) A DESCRIPTION OF THE CYCLE. (PS)

ORI 5401 ED 021 464
GORTH, W. P., AND OTHERS
VALIDATION OF A CRITERION OF LECTURE EFFECTIVENESS. RESEARCH MEMORANDUM.

STANFORD UNIV., CALIF. STANFORD CENTER FOR RESEARCH AND DEVELOPMENT IN TEACHING.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$0.25 HC-$1.24
OEC-6-10-078 24
SU-SCRDT-RM-26 BR-5-0252
PUB DATE - MAR 68 29P.

DESCRIPTORS - ACADEMIC ABILITY; ACHIEVEMENT; *LECTURE; *RESEARCH METHODOLOGY; TEACHING SKILLS; TEACHING TECHNIQUES; *VIDEO TAPE RECORDINGS

ABSTRACT - STUDIES OF ACHIEVEMENT SCORES AS THE CRITERION OF LECTURE EFFECTIVENESS HAVE BEEN LIMITED TO USE OF EXPERIENCED TEACHERS LECTURING IN THE CLASSROOM TO CLASSES OF ONE AGE GROUP ONLY. THIS STUDY SOUGHT (1) TO COMPARE VIDEOTAPE RECORDINGS OF LECTURES WITH LIVE LECTURES, (2) TO DETERMINE WHETHER THE QUALITY OF VIDEOTAPE AFFECTS ACHIEVEMENT SCORES, AND (3) TO INVESTIGATE THE INTERACTION EFFECTS OF TEST VALIDITY, STUDENTS' ABILITY AND AGE, AND NUMBER OF PRESENTATIONS OF THE LECTURE. LECTURE EFFECTIVENESS WAS DEFINED AS THE ABILITY TO EXPLICATE IDEAS TO STUDENTS SO THAT THEY ARE ABLE TO ANSWER QUESTIONS ABOUT THESE IDEAS. THE COMPLETE FACTORIAL DESIGN INITIALLY INCLUDED 20 GROUPS OF ABOUT 20 STUDENTS EACH. ANALYSIS OF COVARIANCE OF CRITERION TEST SCORES SHOWED THAT HIGH SCORES WERE CORRELATED WITH THE VIEWING OF VIDEOTAPES OF HIGH QUALITY AND WITH THE VIEWING OF EFFECTIVE LECTURES BY HIGH ABILITY STUDENTS. REPETITION OF THE SAME LECTURE ON VIDEOTAPE INTENSIFIED THE VARIATIONS IN LECTURE EFFECTIVENESS. IT WAS CONCLUDED THAT HIS EXPERIMENT OFFERS A PARTIAL VALIDATION FOR THE USE OF VIDEOTAPE TO REPRESENT LIVE CLASSROOM LECTURES IN RESEARCH ON LECTURE EFFECTIVENESS. (LH)

ORI 5403
KEISER, MARJORIE; OBERTO, ANGELINA
THE VALUE OF HERITAGE.

WHATS NEW IN HOME ECONOMICS; V35 N1 PP24-25 JAN 1971
PUB DATE - ND

DESCRIPTORS - *TEACHER IMPROVEMENT; *CULTURAL AWARENESS; *MINORITY GROUP CHILDREN; WORKSHOPS; AMERICAN INDIANS; HOME ECONOMICS EDUCATION; *HOME ECONOMICS TEACHERS; *CROSS CULTURAL TRAINING; VALUES; CULTURAL BACKGROUND
IDENTIFIERS - MONTANA

ABSTRACT - THE STUDY INDICATED THAT TEACHERS NEED TO BE AWARE OF CULTURAL CONTRIBUTIONS OF MINORITY GROUPS IN ORDER TO MAKE CLASSROOM LESSONS RELEVANT. IN ORDER TO PROVIDE HOME ECONOMICS PERSONNEL WITH KNOWLEDGE ON MONTANA'S INDIANS, THE INDIAN ADVISORY BOARD PLANNED A 2-WEEK WORKSHOP. INDIAN WOMEN TAUGHT TEACHERS SUCH AREAS AS BACKGROUND OF TRIBAL HISTORY, RELIGION, CHILD REARING PRACTICES, AND FAMILY VALUES. THE FIRST WEEK INSTRUCTION WAS DEVOTED TO MAKING TEACHERS AWARE OF AND SENSITIVE TO INDIAN PROBLEMS. TEACHERS LEARNED IN THE SECOND WEEK, SEVERAL INDIAN IDEAS THAT COULD BE IMPLEMENTED IN THEIR PROGRAMS. WHEN TEACHERS RETURNED TO SCHOOL IN THE FALL, AN EVALUATION WAS MADE CONCERNING THE EFFECTS OF THE IN-SERVICE TRAINING. RESULTS WILL BE AVAILABLE LATER. (CH)

ORI 5404
PARRISH, H. W.
A STUDY OF THE EFFECTS OF IN-SERVICE TRAINING AND INTERACTION ANALYSIS ON THE VERBAL BEHAVIOR OF EXPERIENCED TEACHERS.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 ED.D. DISSERTATION, UNIVERSITY OF OREGON

DESCRIPTORS - *INSERVICE TEACHER EDUCATION; *INTERACTION PROCESS ANALYSIS; *VERBAL ABILITY; JUNIOR HIGH SCHOOLS; TEACHER BEHAVIOR; TEACHER IMPROVEMENT; STUDENT REACTION
IDENTIFIERS - FLANDERS SYSTEM OF INTERACTION ANALYSIS; *EXPERIENCED TEACHERS

ABSTRACT - THE PURPOSE OF THE STUDY WAS TO INVESTIGATE THE EFFECTS OF INSERVICE TRAINING ON THE VERBAL TEACHING BEHAVIOR OF JUNIOR HIGH SCHOOL TEACHERS IN ENGLISH AND SOCIAL STUDIES. THE FLANDER'S SYSTEM OF INTERACTION ANALYSIS WAS SELECTED AS THE CRITERION INSTRUMENT. THE DESIGN FOR THE STUDY INCLUDED: (1) SELECTION OF MEASUREMENT INSTRUMENT, (2) SCORING OF THE INTERACTION ANALYSIS, (3) INTERPRETATION OF MATRICES, (4) EXPERIMENTAL PROCEDURES, AND (5) STATISTICAL PROCEDURES. THE RESULTS OBTAINED IN THE STUDY INDICATED THAT STUDENTS OF TEACHERS TRAINED IN INTERACTION ANALYSIS SIGNIFICANTLY CHANGED THEIR CLASSROOM VERBAL BEHAVIOR TOWARD THE DIRECTION PREDICTED; THAT IS, THEY BECAME MORE SPONTANEOUS AND INTERJECTED THEIR OWN IDEAS MORE FREELY INTO DISCUSSIONS. A NET INCREASE OF STUDENT RESPONSE WAS RECORDED AS 24 PERCENT. SELF-INITIATED STUDENT VERBAL RESPONSES INCREASED FROM 11 TO 34 PERCENT OF THE TOTAL STUDENT VERBAL RESPONSES. OF EQUAL IMPORTANCE, THE STUDENTS TALKED FOR LONGER INTERVALS; THE NET INCREASE FOR EXTENDED STUDENT VERBAL RESPONSE WAS 20 PERCENT. THE EXPERIMENTAL GROUP OF TEACHERS DECREASED GREATLY THEIR USE OF LECTURING, AND GREATLY INCREASED THEIR USE OF POSITIVE MOTIVATION, THUS ENCOURAGING THEIR STUDENTS TO PARTICIPATE IN DISCUSSIONS. THE MOST IMPORTANT RESULT WAS THE INCREASED USE OF INDIRECT INFLUENCE BY THE EXPERIMENTAL GROUP OF TEACHERS, WHICH RESULTED IN AN INCREASE OF STUDENT PARTICIPATION OF CLASSROOM DISCUSSIONS. (CH)

ORI 5406
ASSISTING THE DISADVANTAGED.

EDUCATIONAL RESEARCH, VOLUME XXI, DECEMBER 1970
PUB DATE - ND

DESCRIPTORS - *INSERVICE TEACHER EDUCATION; SLUM SCHOOLS; EDUCATIONALLY DISADVANTAGED; *DISADVANTAGED YOUTH; INSTRUCTIONAL MATERIALS; INNER CITY; *TEACHER EDUCATION; *LEARNING LABORATORIES; REGIONAL LABORATORIES; REGIONAL PROGRAMS; TRAINING TECHNIQUES

ABSTRACT - SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY IN AUSTIN, TEXAS, HAS DEVELOPED MATERIALS TO PROMOTE SELF-CONCEPTS, REASONING AND PROBLEM SOLVING SKILLS. MATERIALS CREATED SPECIFICALLY TO REACH URBAN AND RURAL DISADVANTAGED CHILDREN, URBAN AND MIGRANT SPANISH-SPEAKING CHILDREN, AND FRENCH-SPEAKING CHILDREN ARE BEING USED IN SIX STATES WITH SOME 21,500 STUDENTS. MID-CONTINENT REGIONAL EDUCATIONAL LABORATORY IN KANSAS CITY, MISSOURI, IS WORKING WITH MORE THAN 30 UNIVERSITIES AND COLLEGES AND SIX PUBLIC AND PAROCHIAL SCHOOLS IN ESTABLISHING A 16-WEEK TRAINING PROGRAM FOR FUTURE INNER-CITY TEACHERS. FULLY ACCREDITED BY PARTICIPATING SCHOOLS, THE COURSE SERVES AS PREPARATION FOR GHETTO TEACHING. FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT IN BERKELEY, CALIFORNIA, HAS DEVELOPED TEACHER-TRAINING STRATEGIES TO HELP DISADVANTAGED CHILDREN AGES THREE THROUGH NINE DEVELOP POSITIVE SELF-IMAGES AND TO HELP THEM ACQUIRE THE BASIC ABILITIES WHICH MAKE LEARNING MORE RAPID AND REWARDING. MORE THAN 7,000 TEACHERS AND 49,000 STUDENTS IN 34 STATES ARE USING THESE TECHNIQUES. (CH)

ORI 5407
MEEHAM, MARY; R. SCHUSLER
SMALL GROUPS IN SIXTH GRADE.

THE ELEMENTARY SCHOOL JOURNAL; PP 241-45 1967
PUB DATE - ND

DESCRIPTORS - *GRADE 6; *GROUP INSTRUCTION; *CLUSTER GROUPING; SOCIOMETRIC TECHNIQUES; *GROUP DYNAMICS; GROUP DISCUSSION; INTERACTION

ABSTRACT - THE STUDY DEALS WITH THE SMALL GROUP APPROACH TO TEACHING THE SIXTH GRADE. ACCORDING TO THE AUTHORS, THE USE OF SMALL GROUPS IN THE CLASSROOM SEEMS TO OFFER POSSIBILITIES FOR MOVING FROM OVER TALKING BY TEACHER OR PUPILS TOWARD MORE MEANINGFUL INTERACTION BETWEEN TEACHERS AND PUPILS AND AMONG THE PUPILS THEMSELVES. THE SMALL-GROUP ORGANIZATION, HOWEVER, RESTRUCTURES THE CLASSROOM ON THE BASIS OF THE PUPIL'S SOCIO-METRIC CHOICES. THE TEACHER FORMS FIVE OR SIX SMALL GROUPS BY PLACING EACH PUPIL WITH ONE COMPANION OF HIS CHOICE. THE TEACHER IS THUS FREED TO BECOME MORE OF A RESOURCE PERSON, WITH MORE TIME TO RESPOND TO GROUP OR INDIVIDUAL REQUESTS FOR HELP. THREE MAJOR PATTERNS OF INTERACTION DEVELOPED IN THE GROUPS: INTERACTION CONTROLLED BY THE LEADER, INTERACTION BALANCED BETWEEN MEMBERS, AND INTERACTION DOMINATED BY A GROUP MEMBER. MOST TEACHERS FELT THAT THE BENEFIT TO PUPILS WAS SIGNIFICANT. PUPILS FELT MORE RESPONSIBLE TOWARD ONE ANOTHER AND TOWARD CLASS ROLES. THE PUPILS SHOWED A STRONGLY FAVORABLE ATTITUDE TOWARD SMALL-GROUP WORK AND A REALISTIC VIEW OF ITS DIFFICULTIES. THE GROUP LEADERS OFTEN REPORTED FEELINGS OF PERSONAL SATISFACTION OR STATUS OR BOTH. (CH)

ORI 5408
CRESWELL, J.
HOW EFFECTIVE ARE MODERN MATHEMATICS WORKSHOPS?

THE ARITHMETIC TEACHER; V14 P 205 1967
PUB DATE - 67

DESCRIPTORS - *TEACHER WORKSHOPS; *ELEMENTARY SCHOOL MATHEMATICS; INSERVICE COURSES; *INSERVICE TEACHER EDUCATION; *PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION

ABSTRACT - MANY DISTRICTS HAVE RESORTED TO DISTRICT SPONSORED WORKSHOPS TO RETRAIN MATHEMATIC TEACHERS (ELEMENTARY) WHO WERE CERTIFIED BEFORE THE NEW REQUIREMENTS WERE INSTITUTED. THESE WORKSHOPS HAVE CONSISTED, IN GENERAL, OF THE FOLLOWING TYPES: THOSE CONDUCTED BY A QUALIFIED INSTRUCTOR FROM AN INSTITUTION OF HIGHER LEARNING; THOSE CONDUCTED BY MORE OR LESS QUALIFIED MEMBERS OF THE SCHOOL DISTRICT STAFF, EITHER A MATHEMATICS SUPERVISOR OR A HIGH SCHOOL MATH

TEACHER; TELEVISION PROGRAMS CONDUCTED BY MORE OR LESS QUALIFIED PERSONNEL; AND THOSE CONDUCTED BY ELEMENTARY SCHOOL PRINCIPALS. SOME STATES HAVE INSTITUTED STATE WIDE PROGRAMS FOR IN-SERVICE TRAINING OF THEIR ELEMENTARY TEACHERS IN THE AREA OF MODERN MATHEMATICS. THE IN-SERVICE WORKSHOP TRAINING, CONDUCTED AFTER SCHOOL OR DURING THE SUMMER RANGED FROM EIGHT HOURS (ONE DAY) TO THOSE OF SEVERAL WEEKS' DURATION WITH MEETINGS OF 1 TO 2 1/2 HOURS EACH SESSION, USUALLY ONE SESSION A WEEK. EVALUATION RESULTS INDICATED THAT COLLEGE COURSES ARE FAR MORE EFFECTIVE IN PREPARING TEACHERS FOR TEACHING THE NEW MATHEMATICS THAN ARE THE PRESENT TYPE OF INSERVICE WORKSHOP PROGRAMS, AS FAR AS CONTENT IS CONCERNED. IT IS RECOMMENDED THAT MORE EFFECTIVE INSERVICE TRAINING TECHNIQUES BE DEVISED, ORIENTED MORE TOWARD SUBJECT MATTER THAN HAS PREVIOUSLY BEEN THE CASE. (CH)

ORI 5409 ED 033 167
KONTOS, PETER G., ED.; MURPHY, JAMES J., ED.
TEACHING URBAN YOUTH; A SOURCE BOOK FOR URBAN EDUCATION.

DOCUMENT NOT AVAILABLE FROM EDRS.
JOHN WILEY & SONS, INC., NEW YORK, N.Y.
PUB DATE - 67 346P.

DESCRIPTORS - EFFECTIVE TEACHING; ENGLISH PROGRAMS; *INSERVICE TEACHER EDUCATION; *MASTER TEACHERS; MATHEMATICS; SCIENCES; SOCIAL STUDIES; SUMMER PROGRAMS; TEACHER EDUCATION; *TEACHING METHODS; *TEACHING STYLES; URBAN EDUCATION; *URBAN YOUTH
IDENTIFIERS - PRINCETON UNIVERSITY TRENTON SCHOOLS INSTITUTE; PTI

ABSTRACT - THIS SOURCE BOOK PRESENTS 22 PAPERS BY MASTER TEACHERS EMPHASIZING PRACTICES AND POINTS OF VIEW WHICH THEY FEEL CONTRIBUTE TO EFFECTIVE TEACHING. ONE PART OF THE VOLUME DESCRIBES THE PRINCETON UNIVERSITY - TRENTON SCHOOLS INSTITUTES (PTI), ANOTHER CONTAINS NINE PAPERS ON THE ENGLISH-SOCIAL STUDIES PROGRAM, A THIRD HAS NINE PAPERS ON THE MATHEMATICS-SCIENCE PROGRAM. A FOURTH OFFERS FOUR ESSAYS ON URBAN EDUCATION, AND A FIFTH EVALUATES TEACHING PRACTICES AND TRAINING. (NH)

ORI 5410 ED 010 201
KLAUSMEIER, HERBERT J. , AND OTHERS
CONCEPT LEARNING AND PROBLEM SOLVING--A BIBLIOGRAPHY, 1950-64.

WISCONSIN UNIV., MADISON. RESEARCH AND DEVELOPMENT CENTER FOR LEARNING AND RE-EDUCATION.
EDRS PRICE MF-$0.18 HC-$3.48
OEC-5-10-154 24
BR-5-0216-TR-1 ; CRP-2850-TR-1 ; TR-1
PUB DATE - 65 87P.

DESCRIPTORS - *BIBLIOGRAPHIES; *CONCEPT FORMATION; CONCEPT TEACHING; FUNDAMENTAL CONCEPTS; LEARNING PROCESSES; PERIODICALS; *PROBLEM SOLVING; PUBLICATIONS; *RESEARCH AND DEVELOPMENT CENTERS; *TAXONOMY; TEACHING TECHNIQUES
IDENTIFIERS - MADISON

ABSTRACT - THIS TECHNICAL REPORT PRESENTS A DEFINITION OF CONCEPT, A TAXONOMY OF VARIABLES SIGNIFICANT IN CONCEPT LEARNING, AND A BIBLIOGRAPHY OF ARTICLES DEALING WITH CONCEPT LEARNING AND PROBLEM SOLVING. A TOTAL OF 46 PERIODICALS SELECTED FOR SCANNING WERE THOSE KNOWN TO CONTAIN ARTICLES CONCERNED WITH PROBLEM SOLVING AND CONCEPT FORMATION. THE TEXT OF THESE ARTICLES IN ALL ISSUES FROM 1950 TO 1964 WAS EXAMINED TO DETERMINE WHETHER THE ARTICLE MET ALL OF THE ESTABLISHED CRITERIA FOR INCLUSION IN THE BIBLIOGRAPHY. THE BIBLIOGRAPHY WAS PRESENTED IN THREE SECTIONS--(1) CONCEPT-LEARNING ARTICLES, ALPHABETICALLY BY AUTHOR, (2) PROBLEM-SOLVING ARTICLES, ALPHABETICALLY BY AUTHOR, AND (3) ALL ARTICLES BY JOURNAL AND YEAR. RESPONSES TO THE DEFINITION, TAXONOMY, AND LIST OF ARTICLES WERE INVITED. (JC)

ORI 5441 ED 033 893
THREE CONFERENCES: URBANIZATION, WORK AND EDUCATION (CHICAGO, APRIL 1967); YOUTH IN A CHANGING SOCIETY (CLEVELAND, MAY 1967); TEACHER EDUCATION IN A NEW CONTEXT (MADISON, WISCONSIN, MAY 1967). PROJECT REPORT FOUR, THE NDEA NATIONAL INSTITUTE FOR ADVANCED STUDY IN TEACHING DISADVANTAGED YOUTH.

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, WASHINGTON, D.C.
BALL STATE UNIV., MUNCIE, IND.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$2.00
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, 1 DUPONT CIRCLE, WASHINGTON, D.C., 20036 ($1.50 CASH)
PUB DATE - NOV 68 38P.

DESCRIPTORS - *DISADVANTAGED YOUTH; EDUCATIONAL OBJECTIVES; INTERAGENCY COOPERATION; INTERINSTITUTIONAL COOPERATION; NEGRO EDUCATION; STUDENT TEACHER RELATIONSHIP; *TEACHER EDUCATION; *URBAN EDUCATION; *URBANIZATION; WORK ATTITUDES

ABSTRACT - THIS BOOKLET CONTAINS SELECTED PAPERS FROM THREE CONFERENCES WHICH HAD COMMON OBJECTIVES: TO ENABLE FEDERAL, STATE, AND LOCAL OFFICIALS TO STUDY THE COMPLEXITY OF LEGAL, SOCIAL, ECONOMIC, AND PSYCHOLOGICAL CONSTRAINTS ON YOUTH AS WELL AS THE AGENCIES CREATED BY THESE LAWS; TO REVIEW THE CRITICAL FACTORS IN URBANIZATION, THEIR RELATION TO DISADVANTAGED YOUTH, AND THE IMPACT ON SOCIETY OF THE URBANIZING COMMUNITY; TO EXAMINE THE IMPLICATION OF CHANGING PATTERNS OF WORK, LIVING, AND RECREATION FOR AGENCIES AND INDIVIDUALS RESPONSIBLE FOR YOUTH, ESPECIALLY THOSE WHO CONTROL THE EDUCATION OF YOUTH AND THE PREPARATION OF TEACHERS; AND TO EXAMINE ALTERNATIVE STRATEGIES OF ACTION--LEGISLATIVE, EDUCATIONAL, AND SOCIAL--WHICH COULD SERVE AS GUIDES FOR RESPONSIBLE PUBLIC OFFICIALS. THE PAPERS, WHICH FOCUS ON VARIOUS TOPICS WITHIN THE OBJECTIVES, ARE TITLED "INSTITUTIONAL AUTONOMY AND TEACHER EDUCATION," "URBAN SCHOOLING: A CASE OF CHRONIC MALPRACTICE," "PREPARING TEACHERS OF THE DISADVANTAGED: A PRACTITIONER'S PERSPECTIVE," "A LOOK AT TEACHER EDUCATION PROGRAMS FOR THE DISADVANTAGED," "SELF-FULFILLING PROPHECIES IN THE CLASSROOM:

TEACHERS' EXPECTATIONS AS UNINTENDED DETERMINANTS OF PUPILS' INTELLECTUAL COMPETENCE," "WORK AND ITS MEANING IN CONTEMPORARY SOCIETY," "AN EDUCATIONAL BLACKPRINT FOR THE SCHOOLS." (JS)

ORI 5442 ED 051 234
SISK, JEAN C.
COOPERATIVE INVOLVEMENT OF ADMINISTRATOR-SUPERVISOR-TEACHER IS THE "RIGHT MIX" FOR INSERVICE TRAINING.

EDRS PRICE MF-$0.65 HC-$3.29
PUB DATE - NOV 70 11P.SPEECH GIVEN AT THE ANNUAL CONVENTION OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH (60TH, ATLANTA, NOVEMBER 1970)

DESCRIPTORS - *COOPERATIVE PLANNING; *ELEMENTARY SCHOOL CURRICULUM; *ENGLISH PROGRAMS; *INSERVICE TEACHER EDUCATION; *PILOT PROJECTS
IDENTIFIERS - BALTIMORE COUNTY; MARYLAND

ABSTRACT - AS AN OUTCOME OF A PILOT IN-SERVICE TRAINING COURSE IN NEWER APPROACHES TO ENGLISH-LANGUAGE TEACHING, AN EPDA BASIC STUDIES PROJECT FOR IN-SERVICE TRAINING IN ELEMENTARY LANGUAGE ARTS WAS BEGUN IN BALTIMORE COUNTY SCHOOLS. THE PEOPLE WHO WERE INVOLVED IN A COOPERATIVE EFFORT INCLUDED COLLEGE CONSULTANTS, ADMINISTRATORS, STAFF SUPERVISORS AND INSTRUCTORS, AND TEACHERS. (DB)

ORI 5461
GALLAWAY, CHARLES M.; BLANKE, VIRGIL E.
A REPORT OF AN EXPERIMENTAL URBAN TEACHER EDUCATION PROGRAM.

OHIO STATE UNIV., COLUMBUS, COLL. OF EDUCATION.

PUB DATE - OCT70

DESCRIPTORS - *TEACHER EDUCATION; LABORATORY TRAINING; SMALL GROUPS INSTRUCTION; PROBLEM SOLVING; LABORATORY TECHNIQUES; DEPRESSED AREAS (GEOGRAPHIC); *GHETTOS; *URBAN TEACHING; *EXPERIMENTAL PROGRAMS

ABSTRACT - THIS DOCUMENT REPORTS AN 18-MONTH EXPERIMENT IN TEACHER EDUCATION WHICH STARTED WITH THE FOLLOWING ASSUMPTIONS: (1) LIFE IN THE INNER CITY IS RELATIVELY UNSATISFACTORY FROM THE INHABITANT'S POINT OF VIEW; (2) MANY BEHAVIORS AND SKILLS OF GHETTO RESIDENTS ARE INAPPROPRIATE AND NOT FUNCTIONAL FOR MODERN TECHNOLOGICAL SOCIETY, (3) THUS, LIFE THERE IS UNSATISFACTORY FOR ALL SOCIETY, (4) PRESENTLY, TEACHING AND LEARNING ARE INADEQUATE IN THE GHETTO SCHOOL, (5) IF TEACHING AND LEARNING ARE INADEQUATE, THEN TEACHER EDUCATION MUST BE FALLING SHORT--AT LEAST IN THE PREPARATION OF TEACHERS FOR SCHOOLS WHICH SERVE GHETTO NEIGHBORHOODS. THE FOCUS FOR THE URBAN TEACHER EDUCATION PROGRAM WAS THE LARGE CITY, ITS INNER CITY SCHOOL, IT'S SCHOOL NEIGHBORHOODS, AND A UNIVERSITY WHICH PREPARED TEACHERS FOR THESE SCHOOLS. THE ANALYSIS AND DESCRIPTIONS INCLUDED HERE ARE BASED ON INFORMATION GATHERED IN CLEVELAND, AND COLUMBUS, THEIR PUBLIC SCHOOL SYSTEMS, AND THE OHIO STATE UNIVERSITY. EACH TEACHER EDUCATION PROGRAM IDEA IS DEALT WITH IN TERMS OF OBJECTIVES, EXPERIENCE, AND ASSESSMENT. THE FOLLOWING ARE SOME OF THE IDEAS THAT WERE TRIED: CHILD CASE STUDY, DICHOTOMIES, FAMILY PROFILE, PERCEPTION LABORATORY, SCHOOL OBSERVATION, PERSONAL DIARY, POSITION PAPERS, AND SMALL LEARNING GROUPS. (CH)

ORI 5462 ED 045 611
MONAHAN, WILLIAM G.; MILLER, HOWARD E.
PLANNING AND DEVELOPING INSERVICE EDUCATION.

IOWA UNIV., IOWA CITY. IOWA CENTER FOR RESEARCH IN SCHOOL ADMINISTRATION.
EDRS PRICE MF-$0.25 HC-$1.45
PUB DATE - 70 27P.

DESCRIPTORS - ADMINISTRATIVE POLICY; BUDGETING; EDUCATIONAL FINANCE; *INSERVICE PROGRAMS; *INSERVICE TEACHER EDUCATION; ORGANIZATION; *TEACHER EDUCATION; *TEACHING SKILLS; *TEACHING TECHNIQUES

ABSTRACT - A FIVE-STATE STUDY CONDUCTED BY THE UNIVERSITY OF IOWA HAS SHOWN THAT TEACHERS INDICATED THAT THEIR CHIEF REQUIREMENT OF AN INSERVICE PROGRAM WAS TO IMPROVE THEIR TEACHING SKILLS. THEY FELT THE NEED TO UPDATE TEACHING TECHNIQUES, BE EVALUATED ON THE BASIS OF PERFORMANCE RATHER THAN LENGTH OF SERVICE, AND BE ABLE TO DEMONSTRATE PRODUCTIVE PERFORMANCE. THE DOCUMENT DISCUSSES THE ORGANIZATIONAL STRATEGIES REQUIRED IN THE ESTABLISHMENT OF A SUCCESSFUL INSERVICE PROGRAM. IN LARGE SCHOOL DISTRICTS A FORMALIZED SYSTEM INVOLVING STANDING COMMITTEES AND A GOVERNING CHARTER MAY BE REQUIRED. SMALLER DISTRICTS MAY OBTAIN BETTER RESULTS FROM THE USE OF A TASK FORCE OF SHORT-TERM DURATION WHOSE MEMBERS ARE APPOINTED ON THE BASIS OF THEIR SPECIAL KNOWLEDGE AND COMMITMENT AND WHICH HAS ADMINISTRATIVE SUPPORT INCLUDING SECRETARIAL ASSISTANCE, SUPPLIES, AND EQUIPMENT. WHICHEVER METHOD IS USED, THE COMMITTEE OR TASK FORCE WOULD BE RESPONSIBLE FOR RESEARCH INTO THE GOALS, ACTIVITIES, AND CONTENT NEEDED BY THE TEACHERS; THE ESTABLISHMENT OF GOALS IN BEHAVIORAL TERMS; THE DEVELOPMENT OF A PROGRAM CALENDAR; AND THE ESTABLISHMENT OF POLICY CONSIDERATIONS AND EVALUATION PROCEDURES. THE DETAILED BUDGET REQUIREMENTS OF SUCH A PROGRAM ARE CONSIDERED AND A SAMPLE BUDGET IS INCLUDED. (MBM)

ORI 5463 ED 015 980
GREEN, ROBERT L.
CRISIS IN AMERICAN EDUCATION--A RACIAL DILEMMA.

EDRS PRICE MF-$0.25 HC-$1.28
PUB DATE - NOV67 30P1

DESCRIPTORS - *DISADVANTAGED SCHOOLS; INSERVICE TEACHER EDUCATION; INSTITUTES (TRAINING PROGRAMS); PRESERVICE EDUCATION; *TEACHER ATTITUDES; *TEACHER EDUCATION; TEACHER EDUCATION CURRICULUM; TEACHER EDUCATORS; TEACHER IMPROVEMENT; TEACHER RECRUITMENT; TEACHERS COLLEGES; *TEACHING QUALITY; *URBAN EDUCATION

ABSTRACT - AMERICAN EDUCATION HAS NOT YET SUFFICIENTLY RECOGNIZED THE CRITICAL ROLE OF TEACHING QUALITY AND TEACHERS' ATTITUDES AS INSTRUMENTS OF SOCIAL CHANGE. UNFORTUNATELY, DATA FROM A SURVEY OF 10 MAJOR TEACHER TRAINING INSTITUTIONS SHOW THAT THEY "ARE NOT REALISTICALLY FACING THE PROBLEM OF PROVIDING QUALITY TEACHERS FOR URBAN YOUTH." A REVIEW OF SOME PRESERVICE TRAINING PROGRAMS POINTS TO THE NEED FOR TEACHER EDUCATORS TO IMPROVE THEIR KNOWLEDGE OF AND ATTITUDES TOWARD DISADVANTAGED YOUTH. STAFF IN URBAN EDUCATION PROGRAMS SHOULD INCLUDE MINORITY-GROUP FACULTY MEMBERS AND SHOULD OFFER MORE INTENSIVE AND EXTENSIVE COURSES TO PREPARE TRAINEES TO WORK IN DEPRESSED AREAS. COLLEGES AND SCHOOL SYSTEMS SHOULD ORGANIZE COOPERATIVE FIFTH-YEAR PROGRAMS FOR BEGINNING TEACHERS, AND INSERVICE TRAINING PROGRAMS SHOULD INCLUDE MUCH MORE DIRECT CONTACT WITH DISADVANTAGED COMMUNITIES. ACTIVITIES IN INSERVICE WORKSHOPS MIGHT INCLUDE OBSERVATION OF MASTER TEACHERS AND LIVING FOR A WHILE IN DEPRESSED NEIGHBORHOODS. RECRUITMENT OF HIGHLY MOTIVATED, DEDICATED, AND WELL-PREPARED TEACHERS IS CRUCIAL TO THE SUCCESS OF INNER CITY EDUCATIONAL PROGRAMS. FINANCIAL AID IS ALSO NECESSARY TO TRAIN CERTIFIED, NONCERTIFIED, AND PROSPECTIVE TEACHERS. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EQUAL EDUCATIONAL OPPORTUNITY IN AMERICA'S CITIES, SPONSORED BY THE U.S. COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C., NOVEMBER 16-18, 1967. (NH)

ORI 5464 ED 032 450
WOOD, LESLIE A.
SAMPLER: CONTEMPORARY STRATEGIES IN TEACHING SOCIAL STUDIES, JUNIOR AND SENIOR HIGH SCHOOL. SUPPLEMENT: AUTHORITATIVE COMMENTARY AND BIBLIOGRAPHY. ANNOTATED BIBLIOGRAPHY.

COOPERATIVE EDUCATIONAL RESEARCH LAB., INC., NORTHFIELD, ILL.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$0.50 HC-$4.10
OEC-3-7-061391-3061 24
BR-6-1391
PUB DATE - MAY 69 80P.

DESCRIPTORS - EDUCATIONAL OBJECTIVES; EDUCATIONAL RESEARCH; EVALUATION TECHNIQUES; *RESEARCH REVIEWS (PUBLICATIONS); *SECONDARY SCHOOL TEACHERS; *SOCIAL STUDIES; TEACHER ATTITUDES; TEACHER BEHAVIOR; TEACHER EVALUATION; TEACHER IMPROVEMENT; *TEACHING METHODS; TEACHING TECHNIQUES

ABSTRACT - THE PURPOSE OF THIS THREE-PART PUBLICATION IS TO ENABLE JUNIOR AND SENIOR HIGH SCHOOL SOCIAL STUDIES TEACHERS TO ASSESS AND COMPARE THEIR PROFESSIONAL GOALS AND STRATEGIES WITH THOSE OF THEIR COLLEAGUES AND WITH CURRENT OBJECTIVES AND TEACHING BEHAVIORS RECOMMENDED BY EDUCATION SPECIALISTS AND SOCIAL STUDIES RESEARCHERS. THE "SAMPLER" CONTAINS EIGHT QUESTIONS AND 27 REPRESENTATIVE SOCIAL STUDIES APPROACHES TO HELP A TEACHER IDENTIFY HIS TEACHING GOALS AND THE STRATEGIES AND MATERIALS NECESSARY TO ACHIEVE THEM. OVER 125 RESEARCH REPORTS RELATED TO THE TEACHING STRATEGIES LISTED IN THE SAMPLER ARE NOTED AND BRIEFLY DISCUSSED IN THE "SUPPLEMENT." THE "ANNOTATED BIBLIOGRAPHY" PROVIDES EXPOSITORY AND CONTEXTUAL DETAILS ABOUT THE REPORTS AND ARTICLES CITED IN THE SUPPLEMENT. (LH)

ORI 5465
SMITH, A. J.
TECHNIQUES FOR EDUCATING TEACHERS IN-SERVICE.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (ORDER NO. 67-3928, MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 66 105P.PH.D. DISSERTATION, UNIVERSITY OF CONNECTICUT

DESCRIPTORS - *TEACHING TECHNIQUES; *EVALUATION CRITERIA; EVALUATION TECHNIQUES; *INSERVICE TEACHER EDUCATION
IDENTIFIERS - NEW YORK METROPOLITAN AREA

ABSTRACT - THE PROBLEM OF THE STUDY WAS TO INVENTORY AND TO DESCRIBE THOSE TECHNIQUES FOR INSERVICE EDUCATION WHICH WERE BEING USED IN THE PUBLIC SCHOOLS OF THE NEW YORK METROPOLITAN AREA TO PROMOTE GROWTH OF TEACHERS WITH MASTER'S DEGREES, AND TO COMPARE RATINGS OF SUCH TECHNIQUES MADE BY TEACHERS AND BY ADMINISTRATORS. SIXTY-SEVEN SCHOOL SYSTEMS WHICH WERE MEMBERS OF THE METROPOLITAN SCHOOL STUDY COUNCIL FOR THE YEAR 1964-1965 WERE SELECTED FOR THE STUDY. THE STUDY GROUPS WERE SURVEYED THROUGH A MAILED QUESTIONNAIRE. THE FOLLOWING CONCLUSIONS WERE DERIVED: (1) TEACHERS AND SUPERINTENDENTS AGREED THAT 11 TECHNIQUES WERE IMPORTANT FOR INSERVICE EDUCATION OF TEACHERS WITH MASTER'S DEGREES. BOTH SUPERINTENDENTS AND TEACHERS REPORTED AN INDEX OF VALUE OF .90 OR BETTER, AND 75 PERCENT OR MORE OF BOTH GROUPS REPORTED THEY USED ONE OR MORE EACH OF THE FOLLOWING TECHNIQUES ARRANGED WITH MOST FREQUENTLY USED FIRST, NEXT, SECOND, ETC.: FACULTY MEETINGS WITHIN A SCHOOL, DEPARTMENT MEETINGS, CURRICULUM COMMITTEES, PROBLEM-SOLVING COMMITTEES, ORIENTATION PROGRAMS, PARENT-TEACHER CONFERENCES, ATTENDANCE AT CONFERENCES, PROFESSIONAL MAGAZINES AND PERIODICALS, A PROFESSIONAL LIBRARY, INSTRUCTIONAL MATERIALS, EXTENSION COURSES, SUMMER SCHOOL COURSES, STUDENT TEACHERS. (2) RESPONDENTS REPORTED THAT 12 TECHNIQUES WERE IMPORTANT, BUT THEY FAILED TO ASSIGN THESE TECHNIQUES HIGH INDICES OF USE; THEREFORE, THEY WERE NOT INCLUDED IN THE FIRST LIST--TEACHER'S HANDBOOKS, COMMUNITY RESOURCES, SABATICAL LEAVES, EDUCATIONAL POLICIES, PLANNING NEW SCHOOL BUILDINGS, INSERVICE GROWTH PROGRAMS, SUFFICIENT TIME, COLLEGE COURSES, CURRICULUM COMMITTEES, PROBLEM SOLVING COMMITTEES, PRINCIPAL-TEACHER CONFERENCES, EXPERIENCED TEACHERS ASSIST AND ADVISE. (CH)

ORI 5466 ED 033 062
BEHAVIORAL PROBLEMS IN THE CLASSROOM: A TEACHER INSERVICE TRAINING PROGRAM.

REGIONAL CHILD SERVICES, PRICE, UTAH.
EDRS PRICE MF-$0.50 HC-$4.65
PUB DATE - OCT 68 91P.AN ESEA TITLE III

PROJECT.

DESCRIPTORS - ACHIEVEMENT; *BEHAVIOR PROBLEMS; INDIVIDUALIZED INSTRUCTION; *INSERVICE TEACHER EDUCATION; INTELLIGENCE; LEARNING MOTIVATION; LEARNING THEORIES; *MANUALS; PARENT ATTITUDES; PEER RELATIONSHIP; PHYSICAL DEVELOPMENT; SCHOOL ORGANIZATION; SELF CONCEPT; SOCIOMETRIC TECHNIQUES; STUDENT ADJUSTMENT; *STUDENT TEACHER RELATIONSHIP
IDENTIFIERS - ELEMENTARY AND SECONDARY EDUCATION ACT (TITLE III); ESEA TITLE III; PACE

ABSTRACT - DESIGNED TO ACCOMPANY AN INSERVICE TEACHER TRAINING PROGRAM, THIS COMPREHENSIVE SYLLABUS PRESENTS 12 LESSONS ON BEHAVIOR PROBLEMS WHICH EACH INCLUDE (WITH THE EXCEPTION OF THE FIRST AND LAST LESSONS) A NARRATIVE PRESENTATION OF INSTRUCTIONAL MATERIAL, A RELEVANT CASE STUDY WITH TREATMENT, AND A SELECTED BIBLIOGRAPHY. THE FIRST LESSON SERVES AS AN INTRODUCTION TO THE SYLLABUS AND CONTAINS PROCEDURAL INFORMATION TO BE USED IN THE COURSE (SUCH AS CONFERENCE PROCEDURES AND SOCIOMETRIC TECHNIQUES). THE NEXT 10 LESSONS ATTEMPT TO MAKE THE TEACHER AWARE OF THE NEED FOR BUILDING A CURRICULUM WHICH IS ADJUSTED TO PUPIL INDIVIDUAL DIFFERENCES, THE IMPORTANCE OF ANALYZING AND UNDERSTANDING PEER RELATIONSHIPS, THE EFFECTS OF STUDENT ACHIEVEMENT OF PARENTAL ATTITUDES TOWARD SCHOOL, FACTORS WHICH INFLUENCE THE DEVELOPMENT OF (AND THE WAYS IN WHICH TEACHERS CAN HELP TO FOSTER POSITIVE SELF-CONCEPTS IN STUDENTS, THE EFFECT OF TEACHER-STUDENT RELATIONS IN THE SCHOOL ORGANIZATION ON STUDENT ACHIEVEMENT, WAYS TO ANALYZE AND CREATE MOTIVATION IN STUDENTS, LEARNING PRINCIPLES AND WAYS TO APPLY THEM, AREAS OF INTELLIGENCE TESTING, FACTORS WHICH INFLUENCE STUDENT PROGRESS, AND THE RELATIONSHIP BETWEEN PHYSICAL DEVELOPMENT AND SCHOOL ACHIEVEMENT. THE FINAL LESSON IS TO BE USED FOR REVIEW. (SP)

ORI 5467 ED 042 019
KING, FRANKLIN J.
FEASIBILITY OF INCORPORATING TELELECTURE IN PRESENTING A TEACHING METHODS COURSE TO VOCATIONAL TEACHERS.

DOCUMENT NOT AVAILABLE FROM EDRS.
UNIVERSITY MICROFILMS, INC., 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106
PUB DATE - 70 156P.

DESCRIPTORS - AUDIOVISUAL INSTRUCTION; BIBLIOGRAPHIES; *COMPARATIVE ANALYSIS; DOCTORAL THESES; EXPERIMENTAL GROUPS; *INSERVICE TEACHER EDUCATION; LECTURE; STUDENT ATTITUDES; *TEACHING METHODS; TELECOURSES; *TELEVISED INSTRUCTION; *VOCATIONAL EDUCATION TEACHERS
IDENTIFIERS - *TELELECTURE

ABSTRACT - TO TEST THE FEASIBILITY OF TEACHING A METHODS COURSE TOTALLY OR PARTIALLY BY TELELECTURE, A CONTROL GROUP OF 15 WAS TAUGHT BY TRADITIONAL LECTURE-DISCUSSION, AN EXPERIMENTAL GROUP OF 15 WAS TAUGHT WITH 50 PERCENT TRADITIONAL AND 50 PERCENT TELELECTURE, AND ANOTHER EXPERIMENTAL GROUP OF 25 WAS TAUGHT ONLY BY TELELECTURE. EACH GROUP CONSISTED OF INSERVICE VOCATIONAL-TECHNICAL TEACHERS ENROLLED IN A ONE-SEMESTER COURSE ON THE PRINCIPLES OF TEACHING INDUSTRIAL SUBJECTS. ALL STUDENTS WERE GIVEN AN OTIS EMPLOYMENT TEST AND A PRETEST OF COURSE CONTENT TO MEASURE GENERAL ABILITY AND INITIAL STATUS, AND WRITTEN AND ORAL EVALUATION PROCEDURES WERE CONDUCTED THROUGHOUT THE COURSE. DATA WERE ANALYZED BY ONE-WAY ANALYSIS OF VARIANCE, CHI-SQUARE, COEFFICIENT OF CORRELATION, AND CONCORDANCE W. CONCLUSIONS INDICATED: (1) A PROFESSIONAL COURSE MAY BE PRESENTED WITH EQUIVALENT RESULTS EITHER BY TRADITIONAL OR TELELECTURE METHODS, (2) STUDENT ATTITUDES WERE NOT ADVERSELY AFFECTED BY EITHER COURSE CONTENT OR METHOD OF PRESENTATION, AND (3) TELELECTURE WAS MORE ECONOMICAL IN COSTS AND IN TRAVEL TIME. THIS ED.D. THESIS WAS SUBMITTED TO THE UNIVERSITY OF MISSOURI. (GR)

ORI 5468 ED 043 566
KLAUSMEIER, HERBERT J., ED.;
O'HEARN, GEORGE T., ED.
RESEARCH AND DEVELOPMENT TOWARD THE IMPROVEMENT OF EDUCATION.

WISCONSIN UNIV., MADISON. RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING.
EDRS PRICE MF-$0.75 HC-$8.65
OEC-5-10-154
DEMBER EDUCATIONAL RESEARCH SERVICES, INC., BOX 1148, MADISON, WIS. 53701 ($5.75)
PUB DATE - 68 171P.

DESCRIPTORS - *CURRICULUM RESEARCH; *EDUCATIONAL DEVELOPMENT; *EDUCATIONAL RESEARCH; ENGLISH EDUCATION; *INSTRUCTIONAL MEDIA; INTERACTION PROCESS ANALYSIS; *LEARNING PROCESSES; MATHEMATICS EDUCATION; MICROTEACHING; MODELS; RESEARCH AND DEVELOPMENT CENTERS; SCIENCE EDUCATION

ABSTRACT - THIS BOOK CONTAINS 17 PAPERS PREPARED FOR A COLLOQUIUM SERIES ON DEVELOPMENT AND RELATED RESEARCH DEALING WITH CONDITIONS AND PROCESSES OF LEARNING, SUBJECT MATTER CONTENT AND SEQUENCE, INSTRUCTIONAL MEDIA, AND INSTRUCTIONAL METHODS AND TEACHER BEHAVIORS: 1) "ORGANIZED RETENTION AND CUED RECALL" BY ENDEL TULVING; 2) "DEVELOPMENTAL PROCESSES IN THOUGHT," KENNETH LOVELL; 3) "PROMOTING CREATIVE THINKING IN THE CLASSROOM," MARTIN COVINGTON; 4) "MEASURING MOTIVATION IN CULTURALLY DISADVANTAGED SCHOOL CHILDREN," RICHARD DECHARMS; 5) "CURRICULUM RESEARCH IN MATHEMATICS," E.G. BESLE; 6) "CURRICULUM RESEARCH IN SCIENCE," ARTHUR H. LIVERMORE; 7) "CURRICULUM RESEARCH AND DEVELOPMENT IN ENGLISH," ROBERT POOLEY; 8) "RESEARCH IN READING," WAYNE OTTO; 9) "STRATEGIES FOR CONCEPT ATTAINMENT IN MATHEMATICS," MYRON ROSSKOPF; 10) "INSTRUCTIONAL TELEVISION AROUND THE WORLD," WILBUR SCHRAMM; 11) "INSTRUCTIONAL RESEARCH: SOME ASPECTS OF ITS STATUS, DEFECTS, AND NEEDS," ARTHUR LUMSDAINE; 12) "SOCRATES, A COMPUTER-BASED INSTRUCTIONAL SYSTEM IN THEORY AND RESEARCH," LAWRENCE STOLUROW; 13) "AN ANALYTICAL APPROACH TO RESEARCH ON INSTRUCTIONAL METHODS," NATHANIAL GAGE; 14) "INTERACTION ANALYSIS AND INSERVICE TRAINING," NED FLANDERS; 15) "RESEARCH AND

DEVELOPMENT STRATEGIES: THE CURRENT SCENE," LOUIS BRIGHT; 16) "THE WISCONSIN RESEARCH AND DEVELOPMENT CENTER FOR COGNITIVE LEARNING," HERBERT KLAUSMEIER; 17) "AN OUTPUT-ORIENTED MODEL OF RESEARCH AND DEVELOPMENT AND ITS RELATIONSHIP TO EDUCATIONAL IMPROVEMENT," HENDRICK GIDEONSE. (JS)

ORI 5469 ED 049 183
JOHNS, JOSEPH P.; GLOVINSKY, ARNOLD
PARAPROFESSIONAL TRAINING MODEL. A PROCESS FOR TRAINING.

WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT, DETROIT, MICH.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT.
EDRS PRICE MF-$0.65 HC-$3.29
OEG-0-9-324150-2235-725
DIFFERENTIATED STAFFING PROJECT, WAYNE COUNTY INTERMEDIATE SCHOOL DIST., 33030 VAN BORN RD., WAYNE, MICH. 48184 ($5.00)
PUB DATE - JUL 70 41P.

DESCRIPTORS - *ADULT EDUCATORS; *EDUCATIONAL PROGRAMS; *PARAPROFESSIONAL SCHOOL PERSONNEL; SPECIAL PROGRAMS; *TRAINERS; *TRAINING TECHNIQUES

ABSTRACT - INTENDED TO SERVE AS A RESOURCE, THIS MODEL FOR TRAINING TRAINERS OF PARAPROFESSIONALS CONSISTS OF TEN 3-HOUR SESSIONS. IT SPELLS OUT THE OBJECTIVES OF A PARTICULAR TRAINING PROGRAM, HOW THESE OBJECTIVES WERE ACHIEVED, AND AN EVALUATION DESIGN. THE CONTENTS AND OBJECTIVES OF EACH SESSION ARE SET OUT IN DETAIL, INCLUDING SAMPLES OF THE TASK RESPONSE SHEETS AND THE TRAINING CERTIFICATE AWARDED AT THE END OF THE PROGRAM. TEN AGENDA ARE PROVIDED TO SERVE AS MODELS FOR SIMILAR PROGRAMS. (SP 004 803, 804, AND 806 ARE RELATED DOCUMENTS.) (MBM)

ORI 5481 ED 032 191
CUTLER, ETHEL B.
A NON-PUBLIC SCHOOL READING PROGRAM.

EDRS PRICE MF-$0.25 HC-$0.75
PUB DATE - MAY 69 13P.PAPER PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE, KANSAS CITY, MO., APR. 30-MAY 3, 1969.

DESCRIPTORS - CORRECTIVE READING; *DISADVANTAGED YOUTH; *INSERVICE TEACHER EDUCATION; PARENT CONFERENCES; PARENT SCHOOL RELATIONSHIP; PARENT WORKSHOPS; *PAROCHIAL SCHOOLS; READING CONSULTANTS; READING MATERIALS; *READING PROGRAMS; *URBAN SCHOOLS

ABSTRACT - DISADVANTAGED CHILDREN WITH READING DIFFICULTIES IN NON-PUBLIC NEW YORK CITY SCHOOLS HAVE BEEN ADMITTED TO CORRECTIVE READING PROGRAMS ADMINISTERED BY THE NEW YORK CITY BOARD OF EDUCATION SINCE SUCH PROGRAMS WERE BEGUN IN 1965 WITH ESEA/TITLE I FUNDS. IN 1968-69, 157 SCHOOLS AND A TOTAL OF 13,258 CHILDREN WERE SERVED IN GROUPS OF 5 TO 10. TEACHERS, 78 PART-TIME AND 19 FULL-TIME, WERE GIVEN INTENSIVE TRAINING BEFORE BEGINNING THE PROGRAM AND WERE GIVEN ASSISTANCE IN THE FORM OF VISITS FROM FIELD SUPERVISORS AND OF CONSULTATIONS WITH READING TEACHERS AND SPECIALISTS. AN INSERVICE PROGRAM PROVIDED CONTINUING INSTRUCTION. MATERIALS FURNISHED THROUGH THE PROJECT INCLUDED COMMERCIAL, TEACHER-MADE, AND PROJECT-PRODUCED MATERIALS. CLASSROOM FURNITURE AND EQUIPMENT, TEXT MATERIALS, AND PRACTICE MATERIALS WERE DISTRIBUTED TO ALL PARTICIPATING CLASSROOMS. PARENTS WERE INVOLVED IN PROJECT ACTIVITY THROUGH INDIVIDUAL AND GROUP CONFERENCES AND THROUGH WORKSHOPS. REFERENCES ARE INCLUDED. (MD)

ORI 5482
HARTMAN, MARLIN ELWOOD
A STUDY OF SELF-SUPERVISION IN THE IMPLEMENTATION OF INNOVATIONS IN TEACHING STRATEGY IN BEGINNING CALCULUS.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 DISSERTATION, UNIVERSITY OF PITTSBURGH

DESCRIPTORS - *SCHOOL SUPERVISION; COLLEGE MATHEMATICS; *CALCULUS; *TEACHING METHODS; *SELF DIRECTED CLASSROOMS; *INSTRUCTIONAL INNOVATION

ABSTRACT - TO DOCUMENT AND PROVIDE THE RATIONALE FOR SELECTED INNOVATIONS IN TEACHING STRATEGY IN BEGINNING CALCULUS AND SELF-SUPERVISION AS A MEANS FOR IMPROVING UNIVERSITY INSTRUCTION, STUDENT ACHIEVEMENT IN BEGINNING CALCULUS WAS COMPARED UNDER THREE CONDITIONS OF TEACHING: (1) TRADITIONAL METHODS WITH STRUCTURED SELF-SUPERVISION, (2) INNOVATIVE METHODS WITH STRUCTURED SELF-SUPERVISION, AND (3) TRADITIONAL METHODS OF UNSTRUCTURED SELF-SUPERVISION. THREE INTACT GROUPS WERE USED IN THE STUDY WITH THE INVESTIGATOR TEACHING TWO EXPERIMENTAL GROUPS, ONE EACH UNDER CONDITIONS (1) AND (2) ABOVE. INNOVATIVE METHODS USED IN EXPERIMENTAL GROUP II WERE: LECTURE-DISCUSSION, STUDENT-INITIATED INQUIRY, GROUP PROBLEM SOLVING, AND INDEPENDENT STUDY. A COLLEAGUE TAUGHT THE CONTROL GROUP WITH TRADITIONAL METHODS AND UNSTRUCTURED SELF-SUPERVISION. ALL THREE GROUPS WERE PRE-TESTED AND POST-TESTED FOR ACHIEVEMENT. AS A RESULT OF STUDENT EVALUATIONS, THE LECTURE-DISCUSSION METHOD, THE STUDENT-INITIATED INQUIRY METHOD, AND THE GROUP PROBLEM SOLVING METHOD ARE ALL RECOMMENDED FOR LOWER LEVEL MATHEMATICS COURSES. THE MERIT OF A PROGRAM OF SELF-SUPERVISION WOULD BE INCREASED IF THE PROGRAM INCLUDED THE USE OF INNOVATIVE METHODS, STUDENT EVALUATION OF THE CLASS, AND INCREASED KNOWLEDGE AND USE OF THE LATEST TECHNIQUES DEVELOPED IN THE AREA OF SUPERVISION. (CH)

ORI 5483
CRUMP, CLAUDIA DEAN DISHMAN
SELF-INSTRUCTION IN THE ART OF QUESTIONING IN INTERMEDIATE-GRADE SOCIAL STUDIES.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)

PUB DATE - 69 212P.DISSERTATION, INDIANA UNIVERSITY

DESCRIPTORS - *INTERMEDIATE GRADES; *INDEPENDENT STUDY; *SOCIAL STUDIES; PROGRAMED INSTRUCTION; EVALUATION; PROFESSIONAL TRAINING; *QUESTIONING TECHNIQUES; INSTRUCTIONAL IMPROVEMENT; TEACHER IMPROVEMENT; *ELEMENTARY SCHOOL TEACHERS

ABSTRACT - THE BASIC QUESTIONS EXPLORED BY THIS INVESTIGATION WERE: (1) WHAT TYPES OF QUESTIONS ARE MOST FREQUENTLY EMPLOYED BY INTERMEDIATE-GRADE TEACHERS IN SOCIAL STUDIES DISCUSSIONS AND TESTS, AND (2) WILL A SELF-INSTRUCTIONAL PROGRAMED TEXT, DESIGNED TO INFORM TEACHERS OF A HIERARCHY AND TECHNIQUES OF QUESTIONING, CHANGE THEIR ORAL AND WRITTEN QUESTIONS. THE SCOPE OF THE INVESTIGATION WAS LIMITED TO AN INTENSIVE LOOK AT 38 TESTS AND 57 AUDIOTAPES (1,668 MINUTES) PREPARED BY 19 INTERMEDIATE-GRADE TEACHERS IN THREE SOUTHERN INDIANA SCHOOL SYSTEMS. THE PROGRAMED TEXT--ENTITLED SELF-INSTRUCTION IN THE ART OF QUESTIONING--WAS DEVELOPED AND VALIDATED BY THE INVESTIGATION PRIOR TO THE STUDY. THE STATISTICAL ANALYSES LED TO THE FOLLOWING FINDINGS AND CONCLUSIONS: (1) AGREEMENT ON THE CLASSIFICATION OF QUESTIONING MAINTAINED A LEVEL OF 93.6% (POSITIVE CORRELATION OF .981; (2) PRE-INSTRUCTION ORAL AND WRITTEN QUESTIONS WERE DOMINATED BY REPRODUCTION AND TRANSLATION QUESTIONS (89.1%); (3) TEACHERS WILL BENEFIT FROM INSTRUCTION IN ORAL AND WRITTEN QUESTIONING, (4) SELF-INSTRUCTION IN THE ART OF QUESTIONING WILL RESULT IN AN INCREASED NUMBER OF DIVERGENT ORAL AND WRITTEN QUESTIONS EMPLOYED, (5) AN INCREASE TOWARD DIVERGENCY IN ORAL QUESTIONING PRACTICES WAS ACCOMPANIED BY A REDUCED FREQUENCY OF QUESTIONS, (6) THE MEDIUM OF PROGRAMING SHOULD BE FURTHER EXPLORED AS A MEANS OF HELPING TEACHERS UPDATE TEACHING METHODS, AND (7) INSTRUCTION IN QUESTIONING SHOULD NOT BE LIMITED TO SOCIAL STUDIES ALONE. (CH)

ORI 5484 ED 032 426
CAMERON, WALTER AUDRY
REMOTE IN-SERVICE VOCATIONAL-TECHNICAL TEACHER EDUCATION FOR BEGINNING TEACHERS.

DOCUMENT NOT AVAILABLE FROM EDRS. UNIVERSITY MICROFILMS, INC., 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106
PUB DATE - 69 249P.

DESCRIPTORS - *BEGINNING TEACHERS; BIBLIOGRAPHIES; DOCTORAL THESES; EDUCATIONAL EXPERIMENTS; *INSERVICE TEACHER EDUCATION; TEACHER EVALUATION; TEACHER IMPROVEMENT; *TEACHER SUPERVISION; TEACHING SKILLS; *VIDEO TAPE RECORDINGS; VOCATIONAL EDUCATION; *VOCATIONAL EDUCATION TEACHERS
IDENTIFIERS - *COLORADO; OHIO STATE UNIVERSITY

ABSTRACT - TO DETERMINE THE EFFECTIVENESS OF THREE REMOTE TECHNIQUES OF IN-SERVICE TEACHER EDUCATION FOR THREE SELECTED TEACHING SKILLS, A SAMPLE OF 39 BEGINNING VOCATIONAL TEACHERS WAS RANDOMLY SELECTED AND ASSIGNED TO ONE OF THREE EQUAL SIZE TREATMENT GROUPS. ALL PARTICIPANTS VIDEO-TAPED A 5-MINUTE LESSON, AND WERE INSTRUCTED TO VIEW AN INSTRUCTIONAL MODEL, AND TO PRACTICE THE SKILLS IN THE MODEL BY TEACHING 5-MINUTE LESSONS TO FOUR STUDENTS. EACH TEACHER MAILED HIS VIDEO TAPE TO THE TEACHER EDUCATOR. THE TREATMENTS CONSISTED OF UTILIZATION OF THE INSTRUCTIONAL MODEL WITH VIDEO-PHONE FEEDBACK, VIDEO-MAIL FEEDBACK, AND VIDEO-SELF-EVALUATION. AT THE END OF THE 8-WEEK EXPERIMENT, POST-TESTS WERE MADE OF THE 36 PARTICIPANTS WHO COMPLETED THE PROGRAM. TWO EXPERIENCED EDUCATORS RATED THE TEACHING SKILL PERFORMANCE ON ALL PRE- AND POST-TESTS. AN ANALYSIS OF COVARIANCE TEST REVEALED NO STATISTICALLY SIGNIFICANT DIFFERENCES AMONG THE THREE TREATMENT GROUPS. NO SIGNIFICANT DIFFERENCES WERE OBTAINED ON THE EXPRESSED LEVEL OF SATISFACTION WITH THE THREE TECHNIQUES USED. ALL GROUPS IMPROVED THEIR POST-TEST TEACHING PERFORMANCE OVER THEIR PRETEST TEACHING PERFORMANCES. IT WAS RECOMMENDED THAT REMOTE SUPERVISION TECHNIQUES BE CONTINUED IN COLORADO. THIS PH.D. DISSERTATION WAS SUBMITTED TO THE OHIO STATE UNIVERSITY. (DM)

ORI 5485 ED 019 883
YOUNG, DAVID B.
THE EFFECTIVENESS OF SELF INSTRUCTION IN TEACHER EDUCATION USING MODELLING AND VIDEO TAPE FEEDBACK.

EDRS PRICE MF-$0.25 HC-$1.52
PUB DATE - ND 36P.

DESCRIPTORS - CLASSROOM TECHNIQUES; EDUCATIONAL EXPERIMENTS; FEEDBACK; INTERNSHIP PROGRAMS; *LECTURE; *METHODS RESEARCH; MICROTEACHING; MODELS; OBSERVATION; REDUNDANCY; STUDENT TEACHING; *TEACHER EDUCATION; TEACHER EDUCATORS; TEACHER EVALUATION; TEACHING MODELS; TEACHING SKILLS; *TEACHING TECHNIQUES; *VIDEO TAPE RECORDINGS

ABSTRACT - TO COMPARE MODES OF TRAINING TEACHERS IN THE LECTURING SKILL OF REDUNDANCY WITHOUT USING DIRECT SUPERVISORY-TEACHER CONFERENCES, 94 TEACHER INTERNS WERE RANDOMLY GROUPED FOR SIX EXPERIMENTAL TREATMENTS. A RECORDING OF THE INTERN'S CLASSROOM PERFORMANCE WAS FOLLOWED TWICE BY A TRAINING SESSION AND ANOTHER RECORDING. TREATMENTS WERE--VIEWING A MODEL PERFORMANCE BY AN EXPERIENCED TEACHER WITH AND WITHOUT CONCURRENTLY RECORDED ("CONTINGENT") COMMENTS ABOUT THE SKILL, VIEWING SPECIFIC ILLUSTRATIONS OF REDUNDANCY OUTSIDE A LESSON CONTEXT, AND VIEWING AN INTERN'S OWN TAPED PERFORMANCE WITH AND WITHOUT CONTINGENT COMMENTS RECORDED BY THE EXPERIMENTER. ANALYSIS OF COVARIANCE WAS PERFORMED ON SCORES OBTAINED BY OBSERVATION OF 19 DIFFERENT PERFORMANCE VARIABLES REGARDING VISUAL HIGHLIGHTS AND VERBAL REDUNDANCY. RESULTS INDICATED THAT SPECIFIC ILLUSTRATIONS WERE NOT AS EFFECTIVE ALONE AS WHEN THEY WERE COMBINED WITH A CONTINGENT FOCUS, ESPECIALLY FOR VISUAL HIGHLIGHTING EFFECTS WHERE THE RANGE OF EXAMPLES IS GREATER. ALTHOUGH STRONG TRENDS SHOWED THAT VIEWING ONE'S OWN PERFORMANCE WITH A CONTINGENT FOCUS WAS MORE EFFECTIVE THAN WITH A NONCONTINGENT FOCUS, FURTHER INVESTIGATION MUST ACCOUNT FOR VARIATIONS IN LECTURE CONTENT AND

EFFECTIVENESS OF DIFFERENT MODELS FOR DIFFERENT TEACHING SKILLS. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (CHICAGO, FEB. 7-10, 1968). (LH)

ORI 5501
PATTERSON, WADE N.
INSERVICE MICRO-COLLEGE.

TODAY'S EDUCATION, V60 N2 P53 FEB 1970
PUB DATE - 71

DESCRIPTORS - *INSERVICE TEACHER EDUCATION; *FLEXIBLE SCHEDULING; SCHEDULE MODULES; *PROFESSIONAL TRAINING; INSTRUCTIONAL STAFF; *RECRUITMENT; ADMINISTRATIVE PERSONNEL; *COURSES
IDENTIFIERS - GRANTS PASS (OREGON) MICRO COLLEGE

ABSTRACT - THE GRANTS PASS, OREGON PUBLIC SCHOOL DISTRICT MICRO COLLEGE WAS HELD ON A SATURDAY AT A LOCAL JUNIOR HIGH SCHOOL (9 TO 3 O'CLOCK) AND DREW A MAJORITY OF THE TEACHERS (GRADES 9-12) AND ADMINISTRATORS. APPROXIMATELY 50 DIFFERENT MICRO COLLEGE CLASSES, LASTING FROM 15 MINUTES TO AN HOUR, WERE SCHEDULED (FIVE AND SIX AT A TIME) DURING THE SIX HOUR PERIOD. FLEXIBILITY WAS THE KEYNOTE. FOR EXAMPLE, A VARIETY OF CLASSES WAS OFFERED WITH THREE OR MORE SCHEDULED CONCURRENTLY. TEACHERS COULD VISIT AS MANY--OR AS FEW--CLASSES AS THEY WISHED. A PERSON WAS FREE TO STAY WITH A PARTICULAR GROUP FOR A FEW MINUTES OR FOR THE ENTIRE PERIOD. ONE OF THE MAJOR ATTRACTIONS WAS THE FACT THAT SO MANY TEACHERS VOLUNTEERED TO TEACH THEIR COLLEAGUES--TO SERVE AS PROFESSORS. SEVERAL COURSE OFFERINGS WERE PRESENTED, AMONG WHICH WERE TEACHING DEMONSTRATIONS, ROLE PLAYING, MEDIA AND HARDWARE, PLANNING OF BUILDINGS FOR FLEXIBLE INSTRUCTION, PANEL DISCUSSIONS, AND STUDENT PHOTOGRAPHY. THE ONLY CRITICISMS INCLUDED IN THE FEEDBACK WERE: (1) TOO MANY CLASSES SCHEDULED AT A TIME, (2) FAILURE TO INVITE EDUCATORS FROM DISTRICTS AND (3) SATURDAY MORNING INSTEAD OF A WORKDAY. MICRO COLLEGE DESIGN LENDS ITSELF TO BE USED BY A GROUP OF SCHOOLS OR BY A GROUP OF PEOPLE IN A LARGE DISTRICT WHO SHARE COMMON INTERESTS. (CH)

ORI 5502 ED 044 490
COLLOFELLO, PATRICIA, AND OTHERS
THE RELATIVE EFFECTIVENESS OF TWO SOURCES OF FEEDBACK ON TEACHERS IN THE MICRO-TEACHING SITUATION.

MINNESOTA RESEARCH COORDINATING UNIT IN OCCUPATIONAL EDUCATION, MINNEAPOLIS.
EDRS PRICE MF-$0.25 HC-$1.15
PUB DATE - ND 21P.

DESCRIPTORS - COLLEGE STUDENTS; *EDUCATIONAL RESEARCH; EFFECTIVE TEACHING; *HOME ECONOMICS EDUCATION; *MICROTEACHING; RESEARCH COORDINATING UNITS; SECONDARY SCHOOL STUDENTS; *STUDENT TEACHERS; *TEACHING TECHNIQUES

ABSTRACT - TO DETERMINE WHETHER COLLEGE STUDENTS COULD BE USED AS MEMBERS OF A MICRO-CLASS WITHOUT REDUCING THE VALUE OF THE MICRO-TEACHING EXPERIENCE, TWO RANDOMLY SELECTED GROUPS OF STUDENT TEACHERS WERE SELECTED TO MAKE FOUR PRESENTATIONS. GROUP I (SIX STUDENT TEACHERS) MADE PRESENTATIONS TO ONLY HIGH SCHOOL SENIORS WHILE GROUP II (FIVE STUDENT TEACHERS) MADE THEIR FIRST AND LAST PRESENTATIONS TO HIGH SCHOOL STUDENTS AND THEIR SECOND AND THIRD TO COLLEGE STUDENTS. ALL PRESENTATIONS WERE VIDEO-TAPED, RATED BY MEMBERS OF THE MICRO-CLASS USING A PRETESTED EVALUATION INSTRUMENT, AND THEN REVIEWED AND USED TO MAKE CHANGES IN SUBSEQUENT PRESENTATIONS. STATISTICAL ANALYSIS DID NOT INDICATE THAT MICRO-CLASSES COMPOSED OF HIGH SCHOOL STUDENTS WERE MORE EFFECTIVE THAN MICRO-CLASSES COMPOSED OF COLLEGE STUDENTS IN TERMS OF IMPROVING THE QUALITY OF THE STUDENT TEACHERS' PRESENTATIONS. HOWEVER, SUBJECTIVE REACTIONS PROVIDED BY THE STUDENT TEACHERS INDICATED A PREFERENCE FOR WORKING WITH HIGH SCHOOL STUDENTS. THEY BELIEVED THAT WHILE HIGH SCHOOL STUDENTS REPRESENTED A MORE REALISTIC TEACHING SITUATION, THE EVALUATION OF TECHNIQUES SHOULD BE MADE BY THEIR PEERS OR PROFESSIONALLY TRAINED EDUCATORS. THE EVALUATION INSTRUMENT IS APPENDED. (AUTHOR/SB)

ORI 5503 ED 019 847
PINNEY, ROBERT H. ; MILTZ, ROBERT J.
TELEVISION RECORDINGS AND TEACHER EDUCATION--NEW DIRECTIONS.

STANFORD UNIV., CALIF. STANFORD CENTER FOR RESEARCH AND DEVELOPMENT IN TEACHING.
EDRS PRICE MF-$0.25 HC-$1.08
PUB DATE - ND 25P.

DESCRIPTORS - BEHAVIOR CHANGE; COSTS; EDUCATIONAL RESEARCH; FEEDBACK; *MICROTEACHING; SKILL DEVELOPMENT; SUPERVISORY TRAINING; *TEACHER EDUCATION; *TEACHER INTERNS; *TEACHING SKILLS; TELEVISION RESEARCH; *VIDEO TAPE RECORDINGS

ABSTRACT - THE STANFORD SCHOOL OF EDUCATION HAS BEEN USING PORTABLE VIDEO TAPE RECORDING SYSTEMS FOR A VARIETY OF NEW INSTRUCTIONAL AND RESEARCH PURPOSES. DURING PRESERVICE TRAINING, TEACHER-INTERNS USE SPECIFIC SKILLS TO GIVE SHORT LESSONS WHICH ARE VIDEOTAPED AND REVIEWED IMMEDIATELY WITH A SUPERVISOR. TEACHER-INTERNS ARE LATER VIDEOTAPED UNOBTRUSIVELY IN THEIR CLASSROOMS FOR FEEDBACK ON CLASSROOM PERFORMANCE. A NEW INTERN PROGRAM TRAINS INTERNS IN VIDEO TAPE OBSERVATION, AND THEN DEMONSTRATES SPECIFIC SKILLS THROUGH VIDEO TAPES OF EXPERIENCED TEACHERS, FOLLOWED BY INTERN PRACTICE. A STUDY OF SUPERVISORY TECHNIQUES REVEALS THAT USE OF VIDEO TAPE RECORDINGS CAN INCREASE THE SUPERVISOR'S ABILITY TO CHANGE SUBSEQUENT RECORDED TEACHER BEHAVIOR. RESULTS OF A STUDY ON TEACHER SELECTION SHOW THAT A FIVE MINUTE VIDEOTAPED LESSON CAN BE AS RELIABLE A PREDICTOR OF SUBSEQUENT TEACHING PERFORMANCE AS THE NORMAL LENGTH INTERVIEW PROCEDURE. VIDEO TAPE RECORDINGS CAN ALSO BE USED FOR SUPERVISION OF EXPERIENCED TEACHERS, FOR SUPERVISOR TRAINING, FOR PRERECORDED SUBSTITUTE LESSONS, AND FOR REMOTE SUPERVISION. A SPECIAL SYSTEM FOR SINGLE

SCREEN VIEWING OF BOTH TEACHER AND STUDENTS IN BEING INVESTIGATED. COMPONENT AND COST DESCRIPTIONS ARE INCLUDED, WITH PHOTOGRAPHS. (BH)

ORI 5504 ED 039 318
HOERNER, JAMES LEROY
AN ASSESSMENT OF MICRO-TEACHING AS A MEANS FOR IMPROVING THE EFFECTIVENESS OF THE PRE-SERVICE TRADE AND INDUSTRIAL TEACHER EDUCATION WORKSHOP.

DOCUMENT NOT AVAILABLE FROM EDRS.
UNIVERSITY MICROFILMS, INC., 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106
PUB DATE - 69 153P.

DESCRIPTORS - *MICROTEACHING; *PRESERVICE EDUCATION; *PROGRAM IMPROVEMENT; QUESTIONNAIRES; RATING SCALES; TEACHER WORKSHOPS; *TRADE AND INDUSTRIAL TEACHERS; *VIDEO TAPE RECORDINGS

ABSTRACT - TO INVESTIGATE WAYS OF IMPROVING PRESERVICE TRADE AND INDUSTRIAL TEACHING PRACTICE SESSIONS, 48 PARTICIPANTS IN A 1-WEEK TEACHER EDUCATION WORKSHOP WERE RANDOMLY ASSIGNED TO EIGHT TREATMENTS CONSISTING OF COMBINATIONS OF TWO LEVELS OF THREE MAJOR VARIABLES: (1) RECEIVING OR NOT RECEIVING VIDEO FEEDBACK, (2) TEACHING TWO 10-MINUTE LESSONS OR FOUR 5-MINUTE LESSONS, AND (3) TEACHING PEERS OR HIGH SCHOOL STUDENTS. FOUR QUESTIONS WERE ASKED IN THE STUDY: (1) WILL PARTICIPANTS WHO RECEIVE FEEDBACK ACHIEVE A GREATER GAIN IN TEACHING SKILL THAN THOSE WHO DO NOT, (2) WILL THOSE WHO TEACH FOUR SHORT LESSONS ACHIEVE A GREATER GAIN IN TEACHING SKILL THAN THOSE WHO TEACH TWO LONGER LESSONS, (3) WILL THOSE WHO TEACH STUDENTS ACHIEVE A GREATER GAIN IN TEACHING SKILL THAN THOSE WHO TEACH PEERS, AND (4) WILL THOSE WHO TEACH STUDENTS ACHIEVE A GREATER GAIN IN SELF-CONFIDENCE THAN THOSE WHO TEACH PEERS? INSTRUMENTS INCLUDED PARTICIPANT QUESTIONNAIRES AND PERFORMANCE AND CONFIDENCE RATING SCALES. NO SIGNIFICANT DIFFERENCES WERE NOTED IN GAINS IN TEACHING SKILL OR IN CONFIDENCE. HOWEVER, 90 PERCENT OF THE PARTICIPANTS INDICATED A PREFERENCE FOR VIDEO FEEDBACK, 70 PERCENT FOR TEACHING STUDENTS, AND 55 PERCENT FOR THE SHORTER LESSONS. THIS M.S.U. THESIS WAS SUBMITTED TO THE OHIO STATE UNIVERSITY. (JS)

ORI 5505 ED 029 809
BORG, WALTER R.
THE MINICOURSE AS A VEHICLE FOR CHANGING TEACHER BEHAVIOR, THE RESEARCH EVIDENCE.

FAR WEST LAB. FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, BERKELEY, CALIF.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$0.25 HC-$0.80
PUB DATE - JAN 69 14P.PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, LOS ANGELES, CALIFORNIA, FEBRUARY 1969

DESCRIPTORS - *BEHAVIOR CHANGE; *FIELD STUDIES; *MICROTEACHING; PRESERVICE EDUCATION; RETENTION; TEACHER BEHAVIOR

ABSTRACT - TO TEST THE EFFECTIVENESS OF THE MINICOURSE (AN INSTRUCTIONAL MICROTEACHING PACKAGE) IN CHANGING SPECIFIC TEACHER BEHAVIORS, 20-MINUTE PRE- AND POSTMINICOURSE VIDEO-TAPED RECORDINGS OF EACH OF THE 48 PARTICIPATING TEACHERS' CLASSROOM LESSONS WERE MADE AND WERE SCORED BY TRAINED RATERS. FURTHER, TO INSURE RATER OBJECTIVITY, DELAYED POSTCOURSE VIDEO TAPES WERE MIXED WITH PRE- AND POSTMINICOURSE VIDEO TAPES FROM ANOTHER STUDY AND SCORED. RESULTS OF ANALYSES OF PRE- AND POSTMINICOURSE SCORES SHOWED THAT TEACHERS MADE SIGNIFICANT GAINS AFTER THE MINICOURSE ON 10 OF 12 BEHAVIOR SCORES AND DEMONSTRATED A REDUCTION TO HALF THE PRECOURSE LEVEL OF TEACHER TALK. ADDITIONAL ANALYSES OF THESE DATA SHOWED THAT WHEN THE SAMPLE WAS DIVIDED ACCORDING TO TEACHER GRADE LEVEL AND COMPARED ON FOUR BEHAVIORS RELATING TO TEACHER TALK AND PUPIL RESPONSE, TEACHERS IN ALL GRADE LEVELS INCREASED THEIR USE OF HIGHER COGNITIVE QUESTIONS, AND STUDENTS INCREASED THE LENGTH OF THEIR RESPONSES; WHEN THE SAMPLE WAS DIVIDED ACCORDING TO MIDDLE AND LOWER CLASS SCHOOL SETTING, TEACHERS SERVING LOWER CLASS AREAS MADE GREATER GAINS ON MOST OF THE SKILLS; AND WHEN THE SAMPLE WAS DIVIDED BY SEX, THERE WERE FOUND TO BE NO SIGNIFICANT DIFFERENCES IN EACH GROUP'S LEARNING OF TEACHER SKILLS. TWO MONTHS AFTER COMPLETION OF THE COURSE, A REFRESHER COURSE WAS GIVEN TO ONE THIRD OF THE GROUP. RESULTS OF A POSTTEST ADMINISTERED TWO MONTHS LATER SHOWED NO SIGNIFICANT DIFFERENCES BETWEEN THIS GROUP AND THE REST OF THE SAMPLE, INDICATING THAT THE TEACHERS HAD RETAINED MOST OF THE SKILLS ACQUIRED IN THE MINICOURSE WITHOUT A REFRESHER COURSE. (SM)

ORI 5506 ED 034 707
BERLINER, DAVID C.
MICROTEACHING AND THE TECHNICAL SKILLS APPROACH TO TEACHER TRAINING. TECHNICAL REPORT NO. 8.

STANFORD UNIV., CALIF. STANFORD CENTER FOR RESEARCH AND DEVELOPMENT IN TEACHING.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$0.50 HC-$3.20
OEC-6-10-078 24
BR-5-0252
PUB DATE - OCT 69 62P.

DESCRIPTORS - EDUCATIONAL RESEARCH; *MICROTEACHING; NONVERBAL COMMUNICATION; PRESERVICE EDUCATION; QUESTIONING TECHNIQUES; REINFORCEMENT; RESEARCH METHODOLOGY; RESEARCH NEEDS; SMALL GROUP INSTRUCTION; TEACHING MODELS; *TEACHING SKILLS; TRAINING TECHNIQUES; VIDEO TAPE RECORDINGS

ABSTRACT - THIS PAPER REVIEWS THE HISTORY AND CURRENT STATE OF RESEARCH AND DEVELOPMENT ON MICROTEACHING AND TECHNICAL SKILLS TRAINING, PARTICULARLY AS THESE ARE RELATED TO THE STANFORD UNIVERSITY PROGRAM. BACKGROUND SECTIONS DESCRIBE THE HISTORICAL DEVELOPMENT OF THE TECHNICAL SKILLS APPROACH AS A PRESERVICE TEACHER TRAINING PROGRAM AND ITS INTERRELATIONSHIP WITH MICROTEACHING AND VIDEOTAPE TECHNOLOGY. TECHNIQUES OF MODELING (E.G., USE OF SHORT VIDEOTAPE RECORDINGS OF A

MASTER TEACHER PERFORMING A LESSON TO ILLUSTRATE USES OF A SPECIFIC SKILL) ARE DISCUSSED. A PREVIOUSLY UNPUBLISHED STUDY BY THE AUTHOR, IN WHICH METHODS FOR ACQUIRING THE SKILL OF HIGHER ORDER QUESTIONING WERE INVESTIGATED, IS DESCRIBED IN DETAIL. SEVERAL OTHER STUDIES ILLUSTRATING THE DEFINITION OF SKILLS IN BEHAVIORAL TERMS ARE REVIEWED, AND THE METHODOLOGY USED IN THE INVESTIGATION OF SKILL ACQUISITION IS DESCRIBED; SPECIFICALLY DISCUSSED ARE THE SKILLS OF HIGHER-ORDER QUESTIONING, REINFORCEMENT, PROBING, STIMULUS VARIATION, SILENCE AND NONVERBAL COMMUNICATION, AND CONTROL OF SMALL GROUPS. RELATED RESEARCH IN TECHNICAL SKILL DEVELOPMENT IS PRESENTED INCLUDING DISCUSSIONS OF INSERVICE ADAPTATIONS OF THE APPROACH (E.G., MINICOURSES) AND EXTENSION TO OTHER AREAS (E.G., MICROCOUNSELING). THE FINAL SECTION ON RESEARCH NEEDS CONTAINS SOME CRITICAL ANALYSIS OF CURRENT RESEARCH AND SUMMARY OF IMPORTANT QUESTIONS REQUIRING INVESTIGATION IN SUBSEQUENT STUDIES. (AUTHOR/JS)

ORI 5507 ED 035 600
MILLETT, GREGG B.
COMPARISON OF TRAINING PROCEDURES FOR PROMOTING TEACHER AND LEARNER TRANSLATION BEHAVIOR. TECHNICAL REPORT NO. 9.

STANFORD UNIV., CALIF. STANFORD CENTER FOR RESEARCH AND DEVELOPMENT IN TEACHING.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$0.25 HC-$1.60
OEC-6-10-078 24
BR 5-0252-0501
PUB DATE - NOV 69 30P.

DESCRIPTORS - CLASSROOM COMMUNICATION; *INTERACTION PROCESS ANALYSIS; LEARNING PROCESSES; *PRESERVICE EDUCATION; SOCIAL STUDIES; *TEACHER BEHAVIOR; TEACHER INTERNS; *TEACHING METHODS; *VIDEO TAPE RECORDINGS

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO COMPARE THE EFFECTIVENESS OF FOUR TRAINING PROCEDURES IN CHANGING TRANSLATION BEHAVIORS OF INTERN TEACHERS AND THEIR PUPILS IN SECONDARY SCHOOL SOCIAL STUDIES CLASSES. THE FOUR TRAINING PROCEDURES OR TREATMENTS (APPLIED TO FOUR RANDOMLY ASSIGNED GROUPS OF INTERN TEACHERS) WERE: AN UNSTRUCTURED DISCUSSION OF MATERIAL THAT WAS TO BE TAUGHT LATER IN SOCIAL STUDIES CLASS; (2) ORAL INSTRUCTION ON HOW TO TEACH THE MATERIAL; (3) VIDEOTAPED DEMONSTRATION OF HOW TO TEACH THE MATERIAL; AND (4) A COMBINATION OF THE ORAL INSTRUCTION AND DEMONSTRATION PROCEDURES. "TRANSLATION" WAS DEFINED AS "STATEMENTS ABOUT THE MEANINGS OF WRITTEN WORDS AND COMBINATIONS OF WRITTEN WORDS IN LIGHT OF THE CONTEXT IN WHICH THE WORDS WERE USED" AND WAS CLASSIFIED AND MEASURED ACCORDING TO (1) PUPIL TRANSLATION STATEMENTS (ORAL AND WRITTEN) AND (2) SEVEN TYPES OF TEACHER BEHAVIOR ("TRANSLATION STRATEGIES"). ANALYSIS OF TAPES OF CLASSROOM PRESENTATIONS AND DISCUSSIONS INDICATED SIGNIFICANT DIFFERENCES (.01 LEVEL) BETWEEN THE FOUR TREATMENTS: I.E., THE UNSTRUCTURED DISCUSSION PROCEDURE WAS THE LEAST EFFECTIVE; AND THE DEMONSTRATION PLUS PRESENTATION PROCEDURE WAS MOST EFFECTIVE (.05 LEVEL OF SIGNIFICANCE). NO DIFFERENCES WERE INDICATED BETWEEN TREATMENTS ON THE WRITTEN TEST SCORES. (AUTHOR/ES)

ORI 5521
WIEGAND, REGIS BARRY
THE EFFECTIVENESS OF A VIDEO-TAPE MODEL IN DEVELOPING SUPPORTIVE TEACHER BEHAVIORS.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 DISSERTATION, UNIVERSITY OF PITTSBURG

DESCRIPTORS - *TEACHER BEHAVIOR; *VIDEO-TAPE RECORDINGS; *TEACHING MODELS; TEACHER IMPROVEMENT; INSERVICE PROGRAMS; *TEACHING TECHNIQUES; *TEACHER ATTITUDES

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO DEVELOP AND EVALUATE A VIDEO-TAPE UNIT MODELING THE USE OF SUPPORTIVE AND NON-SUPPORTIVE TEACHER BEHAVIORS IN THE CLASSROOM. THE VIDEO-TAPE USED IN THE STUDY CONSISTED OF DEMONSTRATIONS OF TWO CONTRASTING PERFORMANCES BY THE SAME TEACHER. USING A TYPICAL INNER-CITY (PITTSBURGH) SECONDARY SCHOOL POPULATION, THE TEACHER PRESENTED A LESSON IN WHICH HE MODELED NON-SUPPORTIVE TEACHER BEHAVIORS, REPEATING IT WITH SUPPORTIVE BEHAVIORS. COMPARISON OF STUDENT REACTIONS AS MEASURED BY THE STUDENT ATTITUDE TOWARD ANY TEACHER SCALE REVEALED STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN THE TWO GROUPS OF STUDENTS FAVORING THE MODEL USING SUPPORTIVE TEACHER BEHAVIORS. FOLLOWING THE DEVELOPMENT OF THE VIDEO-TAPE MODEL, A MANUAL WAS DEVISED WHICH PROVIDES GUIDELINES FOR ITS USE IN INSERVICE TEACHER TRAINING PROGRAMS. EVALUATION OF THE VIDEO-TAPE UNIT WAS ACCOMPLISHED BY MEASURING ITS IMPACT ON THE ATTITUDES AND BEHAVIORS OF TWENTY URBAN SECONDARY SCHOOL TEACHERS. TEACHER ATTITUDES WERE MEASURED BY THE TEACHER ATTITUDE SCALE, AN INSTRUMENT DESIGNED TO PROVIDE SOME INSIGHT INTO TEACHERS' CONCEPTS OF STUDENT ROLE IN THE LEARNING PROCESS. TEACHER BEHAVIORS WERE CATEGORIZED ACCORDING TO JOHN WITHALL'S SOCIAL-EMOTIONAL CLIMATE INDEX. (AUTHOR/CH)

ORI 5522
EMMER, EDMUND T., EMMETT, HARRY SULLIVAN
AN EVALUATION OF A VIDEO TAPE MODELING MODULE: MOTIVATING STRATEGIES.

TEXAS UNIV., AUSTIN. RESEARCH AND DEVELOPMENT CENTER FOR TEACHER EDUCATION.

PUB DATE - OCT69 REPORT SERIES 30

DESCRIPTORS - EVALUATION TECHNIQUES; *EVALUATION; *MOTIVATION TECHNIQUES; *MICROTEACHING; *VIDEO TAPE RECORDINGS; *TEACHING MODELS

ABSTRACT - THE MODULE CONSISTED OF A SERIES OF VIDEO TAPES (INCLUDING SUPPLEMENTARY READING MATERIAL) OF TEACHERS UTILIZING A VARIETY OF TECHNIQUES TO AROUSE INTEREST AND

TO PROVIDE MOTIVATING CONDITIONS IN A NATURAL CLASSROOM SETTING. THE MODULE'S OBJECTIVE IS TO PROVIDE A SOURCE OF REALISTIC MODELS FOR THE PRESERVICE TEACHER SO THAT IN A MICROTEACHING SETTING, HE CAN INCREASE HIS ABILITY TO INTEREST AND PROVIDE MOTIVATING CONDITIONS FOR HIS STUDENTS. THE CONCLUSION DRAWN FROM THE EVALUATION OF THE MODULE MOTIVATING STRATEGIES WAS THAT IT WAS INEFFECTIVE. TWO PRIMARY CAUSAL FACTORS WERE: (1) VIDEO TAPES, EVEN WHEN ACCOMPANIED BY WRITTEN INSTRUCTIONS, ARE INSUFFICIENT TO PRODUCE THE DESIRED LEARNING, HOWEVER, WITH THE ADDITION OF AUDITORY OR VISUAL CUES TO HELP THE VIEWER DISCRIMINATE THE RELEVANT FROM THE IRRELEVANT, THE MODELING EFFECT OCCURRED, (2) THE TASK ITSELF IS TOO COMPLEX FOR A MODELING TREATMENT, AND MUST BE SUBDIVIDED INTO COMPONENT BEHAVIOR, EACH OF WHICH SHOULD BE LEARNED SEPARATELY. IN ORDER TO GATHER EXAMPLES OF DIFFERENT MOTIVATING STRATEGIES, APPROXIMATELY 70 VIDEO TAPES OF LESSONS WERE VIEWED. THESE LESSONS WERE TAPED IN LOCAL PUBLIC SCHOOL CLASSROOMS. FIVE LESSONS OF THE 70 WERE SELECTED AS BEING INDICATIVE OF EFFECTIVE UTILIZATION OF ONE OR MORE OF THE SIX MOTIVATING STRATEGIES WHICH A TEACHER MIGHT EMPLOY. (AUTHOR/CH)

ORI 5523 ED 010 214
KLAUSMEIER, HERBERT J. , AND OTHERS
PROJECT MODELS--MAXIMIZING OPPORTUNITIES FOR DEVELOPMENT AND EXPERIMENTATION IN LEARNING IN THE SCHOOLS.

WISCONSIN UNIV., MADISON. RESEARCH AND DEVELOPMENT CENTER FOR LEARNING AND RE-EDUCATION.
EDRS PRICE MF-$0.09 HC-$1.52
OEC-5-10-154 24
BR-5-0216-OP-3 ; OP-3
PUB DATE - 66 38P.

DESCRIPTORS - COOPERATIVE PLANNING; *ELEMENTARY SCHOOLS; *INSTRUCTIONAL INNOVATION; LEARNING LABORATORIES; *MODELS; *RESEARCH AND DEVELOPMENT CENTERS; *SYMPOSIA
IDENTIFIERS - MADISON; WISCONSIN

ABSTRACT - THIS REPORT OF A SYMPOSIUM PRESENTED AT THE CHICAGO AREA CONVENTION IN FEBRUARY 1966 OUTLINES PROJECT "MODELS", A NOVEL PROGRAM DESIGNED TO "MAXIMIZE OPPORTUNITIES FOR DEVELOPMENT AND EXPERIMENTATION OF LEARNING IN THE SCHOOLS." THE INTRODUCTION RELATED THE NEED FOR NEW APPROACHES TO IMPROVING EDUCATION THROUGH RESEARCH TO THE EMERGING CONCEPT OF THE RESEARCH AND DEVELOPMENT CENTERS PROGRAM OF THE USOE. PROJECT "MODELS" WAS DESCRIBED AS A COOPERATIVE VENTURE DESIGNED TO PRODUCE MORE EFFICIENT PUPIL LEARNING THROUGH RESEARCH AND DEVELOPMENT CARRIED OUT DIRECTLY IN THE LOCAL SCHOOLS. A CENTRAL FEATURE OF PROJECT "MODELS" WAS THE RESEARCH AND INSTRUCTION UNIT WHICH COMPRISED SEVERAL TEACHERS WHO WORKED TOGETHER WITH A LEARNING SPECIALIST, ALSO A TEACHER. THE LEARNING SPECIALIST ASSUMED LEADERSHIP AND WAS ACCOUNTABLE TO THE BUILDING PRINCIPAL FOR THE PROGRESS OF STUDENTS IN THE UNIT AND ACTED AS LIAISON TO THE RESEARCH AND DEVELOPMENT CENTER AT THE UNIVERSITY OF WISCONSIN. SPECIFIC MODELS WERE ALSO DEPICTED FOR EFFECTING PLANNED EDUCATIONAL CHANGE. (JM)

ORI 5524
WINTRODE, NEVIN LEROY
AN EVALUATION OF THE EFFECT OF A COMMUNICATION MODEL DESIGNED TO IMPROVE DEVELOPMENT OF DESIRABLE ATTITUDES TOWARD SAFE DRIVING.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (ORDER NO. 70-6318, MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 ED.D. DISSERTATION, WEST VIRGINIA UNIVERSITY

DESCRIPTORS - *EVALUATION TECHNIQUES; *CHANGING ATTITUDES; *TEACHING MODELS; *DRIVER EDUCATION; TRAFFIC SAFETY; ATTITUDE TESTS
IDENTIFIERS - SIEBRECHT ATTITUDE SCALE

ABSTRACT - THE PURPOSE OF THE STUDY WAS TO EVALUATE THE EFFECT OF A COMMUNICATION MODEL DESIGNED TO IMPROVE DEVELOPMENT OF DESIRABLE ATTITUDES TOWARD SAFE DRIVING. TWO DRIVER EDUCATION CLASSES AT WAYNESBURG HIGH SCHOOL, WAYNESBURG, PENNSYLVANIA, WERE INVOLVED IN THE STUDY. THE SIEBRECHT SCALE WAS PRESENTED AS A PRE TEST, POST TEST, AND 6 MONTH FOLLOWUP POSTTEST TO BOTH GROUPS. CONCLUSIONS AS A RESULT OF THE STUDY INCLUDED: (1) A COMMUNICATION MODEL BASED ON USE OF THE COGNITIVE DISSONANCE APPROACH TO ATTITUDE CHANGE AND MODIFICATION FAVORABLY INFLUENCED SUCH ATTITUDE CHANGES TOWARD SAFE DRIVING TO A STATISTICALLY SIGNIFICANT DEGREE WHEN AS MUCH AS A 6-MONTH PERIOD OF TOTAL TIME WAS INVOLVED, (2) STUDENTS WHO HAD NOT AS YET DEVELOPED DESIRABLE ATTITUDES TOWARD SAFE DRIVING HAD A GREATER OPPORTUNITY OF GAINING DESIRABLE ATTITUDES WHEN EXPOSED TO EXPERIMENTAL MANIPULATION AS EMPLOYED IN THIS STUDY, (3) ALTHOUGH GAINS MADE AMONG STUDENTS WHO HAD ALREADY ESTABLISHED DESIRABLE ATTITUDES TOWARD SAFE DRIVING APPEARED TO BE SLIGHT, STUDENTS EXPOSED TO EXPERIMENTAL MANIPULATION AS EMPLOYED IN THIS STUDY HAD AN ADVANTAGE OVER THOSE STUDENTS EXPOSED TO TRADITIONAL TEACHING. (AUTHOR/CH)

ORI 5525 ED 014 441
ORME, MICHAEL E.J. , AND OTHERS
THE EFFECTS OF MODELING AND FEEDBACK VARIABLES ON THE ACQUISITION OF A COMPLEX TEACHING STRATEGY.

STANFORD UNIV., CALIF.
EDRS PRICE MF-$0.25 HC-$1.12
PUB DATE - 66 26P.

DESCRIPTORS - DISCRIMINATION LEARNING; *EDUCATIONAL STRATEGIES; *FEEDBACK; FILMS; INSTRUCTION; *MODELS; PROMPTING; *QUESTIONING TECHNIQUES; REINFORCEMENT; STATISTICAL ANALYSIS; STUDENT PARTICIPATION; STUDENT TEACHER RELATIONSHIP; TABLES (DATA); TEACHER EDUCATION; TEACHER INFLUENCE; *TEACHER INTERNS; VIDEO TAPE RECORDINGS

ABSTRACT - THE RELATIVE EFFECTIVENESS OF SIX MODES OF TRAINING TEACHERS TO USE PROBING QUESTIONS WAS INVESTIGATED. THE MODES

INVOLVED SYMBOLIC MODELING, PERCEPTUAL MODELING, OR BOTH, COUPLED WITH FEEDBACK. AFTER RATINGS OF PERTINENT BEHAVIOR IN A 5-MINUTE LESSON WERE COLLECTED AS PRETRAINING MEASURES, STANFORD TEACHER INTERNS WERE RANDOMLY DISTRIBUTED AMONG 6 TRAINING GROUPS, WHOSE EXPECTED EFFECTIVENESS, IN INCREASING ORDER, WAS--(1) MINIMUM SYMBOLIC MODELING (SAW PRETEST VIDEOTAPE PLAYBACK ALONE, STUDIED WRITTEN INSTRUCTIONS, PLANNED, AND RETAUGHT), (2) MAXIMUM SYMBOLIC MODELING (SAW PLAYBACK WITH EXPERIMENTER WHO GAVE CUES AND REINFORCEMENT, STUDIED WRITTEN INSTRUCTIONS, PLANNED, AND RETAUGHT), (3) MINIMUM PERCEPTUAL MODELING (SAW PLAYBACK AND PERCEPTUAL MODEL ALONE, PLANNED, AND RETAUGHT), (4) STRONG SYMBOLIC AND MAXIMUM PERCEPTUAL MODELING (SAME AS 2 BUT ALSO VIEWED PERCEPTUAL MODEL ALONE), (5) MAXIMUM PERCEPTUAL MODELING (VIEWED PLAYBACK ALONE BUT SAW PERCEPTUAL MODEL WITH EXPERIMENTER), (6) STRONG SYMBOLIC AND MAXIMUM PERCEPTUAL MODELING (SAW PLAYBACK AND PERCEPTUAL MODEL WITH EXPERIMENTER). EACH TAPE WAS RATED FOR RELEVANT BEHAVIOR BY 2 TRAINED RATERS. THESE EXPECTATIONS WERE LARGELY CONFIRMED, (EXCEPT MODE 4 DID BETTER THAN MODE 3) WITH PERCEPTUAL MODELING APPEARING SUPERIOR TO SYMBOLIC. (AF)

ORI 5526 ED 049 165
BURDIN, JOEL L., ED., AND OTHERS
COMPREHENSIVE PROPOSALS FOR TEACHER EDUCATION: A CONCISE GUIDE DERIVED FROM DONALD K. CRUICKSHANK'S STUDY OF PROPOSALS FOR SECOND-PHASE COMPREHENSIVE ELEMENTARY TEACHER EDUCATION MODELS PROJECT.

ERIC CLEARINGHOUSE ON TEACHER EDUCATION, WASHINGTON, D.C.
NATIONAL CENTER FOR EDUCATIONAL COMMUNICATION (DHEW/OE), WASHINGTON, D.C.
EDRS PRICE MF-$0.65 HC-$3.29
OEC-0-8-080490-3706(010) 24
BR-8-0490
PUB DATE - 71 48P.

DESCRIPTORS - CURRICULUM DEVELOPMENT; CURRICULUM PLANNING; *ELEMENTARY SCHOOL TEACHERS; *MODELS; *TEACHER EDUCATION; *TEACHER EDUCATION CURRICULUM; *TEACHING MODELS
IDENTIFIERS - CETEM; *COMPREHENSIVE ELEMENTARY TEACHER EDUCATION MODELS

ABSTRACT - THE PROPOSALS FROM 27 OF THE 34 APPLICANTS FOR PHASE 2 OF THE COMPREHENSIVE ELEMENTARY TEACHER EDUCATION MODELS (CETEM) PROGRAM WERE REVIEWED TO DETERMINE, AMONG OTHER THINGS 1) WHAT KINDS OF INSTITUTIONS PARTICIPATED, 2) HOW RESPONSIVE APPLICANTS WERE TO GUIDELINES, 3) WHICH PHASE 1 PROGRAMS PHASE 2 APPLICANTS FOUND MOST USEFUL, 4) WHAT WERE SOME MAJOR AND COMMON FEATURES OF PHASE 2 PROGRAMS, AND 5) HOW APPLICANTS FELT ABOUT PHASE 2 COMPETITION. IT WAS FOUND THAT APPLICANTS WERE MOSTLY STATE COLLEGES AND UNIVERSITIES; THAT APPLICANTS VARIED CONSIDERABLY IN HOW THEY RESPONDED TO GUIDELINES; BUT TAKEN TOGETHER THEY WERE STRONGEST IN DESCRIBING PROGRAMATIC FEATURES; THAT THE PHASE 1 WORK OF MICHIGAN STATE, SYRACUSE, MASSACHUSETTS, AND FLORIDA STATE WAS MOST USEFUL; THAT THERE WAS AGREEMENT ON A HOST OF TEACHER EDUCATION PROGRAM FEATURES; AND THAT APPLICANTS FELT PHASE 2 COMPETITION WAS EXHILARATING BUT THAT WHETHER OR NOT THERE WAS FAIR COMPETITION WAS DOUBTED. THE CONCLUSIONS DRAWN INCLUDED THAT THE PROCESS OF TEACHER EDUCATION CURRICULUM NEEDS A THEORETICAL BASE BEFORE THE PROFESSION CAN ENGAGE WISELY AND ECONOMICALLY IN CURRICULUM REFORM; THAT PHASE 2 APPLICANTS DID PROVIDE A BLUEPRINT FOR TEACHER EDUCATION REQUIRING DISSEMINATION AND SUPPORT; AND THAT USOE MUST PLAN MORE EFFICIENTLY AND COMMUNICATE MORE EFFECTIVELY. (AUTHOR/MBM)

ORI 5541 ED 050 565
KAPFER, PHILIP G.; OVARD, GLEN F.
PREPARING AND USING INDIVIDUALIZED LEARNING PACKAGES FOR UNGRADED, CONTINUOUS PROGRESS EDUCATION.

DOCUMENT NOT AVAILABLE FROM EDRS.
EDUCATIONAL TECHNOLOGY PUBLICATIONS, 140 SYLVAN AVENUE, ENGLEWOOD CLIFFS, NEW JERSEY 07632 ($8.95)
PUB DATE - 71 264P.

DESCRIPTORS - AUTOINSTRUCTIONAL AIDS; BEHAVIORAL OBJECTIVES; *CONTINUOUS PROGRESS PLAN; *CURRICULUM DEVELOPMENT; CURRICULUM PLANNING; *GUIDES; INDEPENDENT STUDY; *INDIVIDUALIZED INSTRUCTION; POST TESTING; PRETESTING; *PROGRAM EVALUATION; STUDENT CENTERED CURRICULUM; STUDENT TEACHER RELATIONSHIP; TEACHING METHODS; TEST CONSTRUCTION; UNGRADED CURRICULUM
IDENTIFIERS - ILP; *INDIVIDUALIZED LEARNING PACKAGE

ABSTRACT - AN INDIVIDUALIZED LEARNING PACKAGE (ILP) IS A METHOD FOR TRANSLATING TRADITIONAL CURRICULUM GUIDES AND TEACHER LESSON PLANS INTO AN INDIVIDUALIZED SET OF STUDENT LESSON PLANS WHICH PERMIT EACH STUDENT TO PROGRESS CONTINUALLY THROUGH THE CURRICULUM AT HIS OWN OPTIMUM RATE. AN ILP OFFERS ALTERNATIVE WAYS OF ACHIEVING STATED BEHAVIORAL OBJECTIVES AND ALLOWS STUDENTS TO HELP PLAN THEIR OWN LEARNING STRATEGIES. THE TEACHER USING AN ILP BECOMES LESS OF A LECTURER AND MORE OF A GUIDE AND MANAGER FOR A TOTAL ENVIRONMENT FOR LEARNING. A TYPICAL ILP CONSISTS OF A CONCEPT STATEMENT FOR THE ENTIRE ILP, A LIST OF THE SUB-CONCEPT STATEMENTS, A LIST OF LEARNING OBJECTIVES, INSTRUCTIONS CONCERNING A PRETEST WHICH COVERS ALL THE LEARNING OBJECTIVES, ONE OR MORE LESSONS INTO WHICH THE SUB-CONCEPTS OR LEARNING OBJECTIVES MAY BE DIVIDED, INSTRUCTIONS CONCERNING A POSTTEST WHICH COVERS ALL THE LEARNING OBJECTIVES, AND SUGGESTIONS FOR PURSUING THE SUBJECT PRESENTED IN THE ILP IN GREATER BREADTH OR DEPTH. THIS GUIDE CONTAINS AN INSTRUCTIONAL PROGRAM INTENDED TO TEACH TEACHERS TO CONSTRUCT THEIR OWN ILPS. IT PRESENTS ITS MATERIALS IN THE FORM OF NINE ILPS, AND IS CONSTRUCTED SO THAT IT MAY BE USED AS A TEXTBOOK IN A COURSE OR AS A SELF-TEACHING TOOL. (JY)

ORI 5542 ED 050 564
DRUMHELLER, SIDNEY J.
HANDBOOK OF CURRICULUM DESIGN FOR INDIVIDUALIZED INSTRUCTION; A SYSTEMS

APPROACH.

DOCUMENT NOT AVAILABLE FROM EDRS.
EDUCATIONAL TECHNOLOGY PUBLICATIONS, 140 SYLVAN AVENUE, ENGLEWOOD CLIFFS, NEW JERSEY 07632 ($8.95)
PUB DATE - 71 103P.

DESCRIPTORS - AFFECTIVE OBJECTIVES; *BEHAVIORAL OBJECTIVES; COGNITIVE OBJECTIVES; *CURRICULUM DESIGN; CURRICULUM DEVELOPMENT; *GUIDES; INDIVIDUALIZED CURRICULUM; *INDIVIDUALIZED INSTRUCTION; INSTRUCTIONAL MATERIALS; MATERIAL DEVELOPMENT; MODELS; PSYCHOMOTOR OBJECTIVES; *SYSTEMS APPROACH; TAXONOMY
IDENTIFIERS - BLOOM (BENJAMIN)

ABSTRACT - PRECISE GUIDELINES FOR DESIGNING AND DEVELOPING CURRICULUM MATERIALS FROM VIGOROUSLY DEFINED BEHAVIORAL OBJECTIVES ARE PRESENTED. THE GUIDELINES ARE DESIGNED TO ENABLE AN EDUCATOR TO IDENTIFY ALL THE OBJECTIVES APPROPRIATE FOR A UNIT OF INSTRUCTION, TO DEFINE A PROCEDURE FOR ORDERING OR PROGRAMING OBJECTIVES INTO AN EDUCATIONAL SEQUENCE, AND TO OUTLINE THE PROCEDURES NEEDED FOR COMMUNICATING SPECIFICATIONS TO TEACHERS AND TO WRITERS. A SYSTEMS APPROACH TO CURRICULUM DESIGN IS FOLLOWED; THAT IS, AN EXPERIENCE-BASED MODEL OF A PROCESS IS DEVELOPED TO IDENTIFY THE ELEMENTS, RELATIONSHIPS, AND SEQUENCES ESSENTIAL TO THE PRODUCTION OF CURRICULUM MATERIALS BY A TEAM OF SPECIALISTS. THE "TAXONOMY OF EDUCATIONAL OBJECTIVES: COGNITIVE DOMAIN" BY BENJAMIN BLOOM WAS USED AS THE SOURCE OF THE CLASSIFICATION SYSTEM WHICH UNDERLIES THE MODEL. A SET OF EXERCISES IS PROVIDED FOR THOSE WHO WOULD LIKE TO DEVELOP A PROFICIENCY IN THIS METHOD OF CURRICULUM DESIGN. A FOLDOUT CHART SHOWS THE BLOOM TAXONOMY, THE MODIFIED MODEL OF THE TAXONOMY DEVELOPED IN THIS GUIDE, A MODEL FOR DESIGNING CURRICULA FROM OBJECTIVES BASED ON THE MODIFIED TAXONOMY, AND A SAMPLE CHECK LIST OF BEHAVIORAL OBJECTIVES. (JY)

ORI 5543 ED 041 441
TWELKER, PAUL A., ED.
INSTRUCTIONAL SIMULATION SYSTEMS; AN ANNOTATED BIBLIOGRAPHY.

OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH. TEACHING RESEARCH DIV.
DOCUMENT NOT AVAILABLE FROM EDRS.
CONTINUING EDUCATION PUBLICATIONS, WALDO HALL 100, CORVALLIS, OREGON 97331 ($6.75)
PUB DATE - 69 286P.

DESCRIPTORS - *COMPUTER ASSISTED INSTRUCTION; *EDUCATION; *INSTRUCTIONAL DESIGN; *PROGRAMED INSTRUCTION; *SIMULATION

ABSTRACT - COVERING INSTRUCTIONAL SIMULATION SYSTEMS, THIS BIBLIOGRAPHY ATTEMPTS TO LIST THE LATEST AVAILABLE REFERENCES, AND INCLUDES REFERENCES NOT ONLY TO SIMULATION BUT TO OTHER PERTINENT TOPICS (SUCH AS INSTRUCTIONAL SYSTEMS DESIGN, COMPUTER-ASSISTED INSTRUCTION, AND PROGRAMED INSTRUCTION) THAT MIGHT HELP THE READER DESIGN HIS OWN SIMULATION SYSTEM. THE MAIN SECTION OF THE BIBLIOGRAPHY IS A LISTING OF PRINTED MATERIALS, ARRANGED ALPHABETICALLY BY AUTHOR. PRECEDING THIS IS A SUBJECT HEADING INDEX WHICH LISTS MAINLY KEY WORDS OR SUBJECT AREAS. ANNOTATIONS ARE INCLUDED WHENEVER POSSIBLE. (AUTHOR/SP)

ORI 5544 ED 041 518
BROWN, GEORGE H.
PROVIDING COMMUNICATION EXPERIENCES IN PROGRAMED FOREIGN LANGUAGE INSTRUCTION.

GEORGE WASHINGTON UNIV., ALEXANDRIA, VA. HUMAN RESOURCES RESEARCH OFFICE.
DEPARTMENT OF THE ARMY, WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$0.65
PROFESSIONAL PAPER-35-68
PUB DATE - NOV 68 11P.EXPANDED VERSION OF PAPER ENTITLED "SIMULATED TUTORING IN FOREIGN LANGUAGE PROGRAMING" PRESENTED AT 1968 MEETING OF THE AMERICAN PSY

DESCRIPTORS - *AUDIOLINGUAL METHODS; AUTOINSTRUCTIONAL AIDS; EDUCATIONAL METHODS; INSTRUCTIONAL PROGRAM DIVISIONS; *LANGUAGE INSTRUCTION; LANGUAGE LABORATORIES; LANGUAGE SKILLS; MODERN LANGUAGES; MOTIVATION; *MOTIVATION TECHNIQUES; *PROGRAMED INSTRUCTION; PROGRAMED MATERIALS; PROGRAMED UNITS; SECOND LANGUAGE LEARNING; *SIMULATION; TEACHING METHODS; TEACHING TECHNIQUES

ABSTRACT - THIS PAPER DESCRIBES TWO TECHNIQUES DESIGNED TO OFFER STUDENTS GENUINE COMMUNICATION EXPERIENCES IN A FOREIGN LANGUAGE. IN "SIMULATED TUTORING," A RECORDING OF THE TUTOR'S VOICE IS MADE WHILE HE TUTORS A LIVE SUBJECT IN THE CORRECT PRONUNCIATION OF A SHORT DIALOGUE. STUDENTS SUBSEQUENTLY RESPONDING TO THE PRERECORDED UTTERANCES EXPERIENCE THE ILLUSION THAT A LIVE TEACHER IS TUTORING THEM. IN "SIMULATED CONVERSATION," THE STUDENT IS GIVEN INFORMATION RELEVANT TO A COMMUNICATION SITUATION (E.G., MAKING A PURCHASE) WHICH IS THEN SIMULATED FOR HIM ON TAPE IN THE FOREIGN LANGUAGE. HE IS THEN CONFRONTED, ON TAPE, WITH A RELATIVELY UNPREDICTABLE SET OF QUESTIONS AND COMMENTS TO WHICH HE MUST GENERATE APPROPRIATE RESPONSES. BOTH TECHNIQUES ARE INTENDED TO INCREASE STUDENT MOTIVATION IN PROGRAMED INSTRUCTION. (AUTHOR/RL)

ORI 5561 ED 049 099
STADSKLEV, RONALD
A SYSTEM FOR ANALYZING SOCIAL SIMULATIONS AND EDUCATIONAL GAMES (SAS) OR GAMES ANALYSIS SYSTEM (GAS).

CONCORDIA TEACHERS COLL., SEWARD, NEBR.
EDRS PRICE MF-$0.65 HC-$3.29
PUB DATE - 69 17P.

DESCRIPTORS - *EDUCATIONAL GAMES; *EVALUATION METHODS; *MODELS; *SIMULATION; *SOCIAL STUDIES
IDENTIFIERS - *GAMES ANALYSIS SYSTEM

ABSTRACT - IT IS OBVIOUS TO ANY OBSERVER THAT TODAY THE SOCIAL STUDIES IS IN THE PROCESS OF A REVOLUTIONARY CHANGE. IT IS AXIOMATIC THAT ONE OF THE UNIVERSAL GOALS THAT ALL THESE CHANGES ARE AIMED AT IS TO MAKE SOCIAL

STUDIES COURSES MORE MEANINGFUL AND RELEVANT TO THE LIFE EXPERIENCES OF THE STUDENT. ONE OF THE FASTEST DEVELOPING INNOVATIONS WITHIN THE SOCIAL STUDIES REVOLUTION IS A NEW TEACHING STRATEGY GENERALLY REFERRED TO AS SIMULATION OR GAMING. SIMULATION ORGANIZES A GREAT DEAL OF FRAGMENTED KNOWLEDGE AND PROVIDES AN EFFECTIVE TEACHING DEVICE AS WELL BECAUSE BOTH TIME AND SPACE CAN BE COMPRESSED SO THAT YEARS OF SIMULATED DEVELOPMENT CAN TAKE PLACE WITHIN A FEW HOURS. THIS OUTLINE REPRESENTS AN EFFORT TO BEGIN THE DEVELOPMENT OF AN ANALYSIS SYSTEM THAT WILL EFFECTIVELY PROVIDE A METHOD OF ANALYZING AUTOTELIC EDUCATIONAL MATERIAL SUCH AS GAMES AND SIMULATIONS. THIS SYSTEM WILL BE OF USE TO CURRICULUM SUPERVISORS, CHAIRMEN, AND TEACHERS WHO MAKE CURRICULUM DECISIONS; TO CLASSROOM TEACHERS WHO USE THE MATERIALS; AND TO INNOVATORS THAT DEVELOP THE MATERIALS. THE DIMENSIONS OF THE ANALYSIS SYSTEM ARE SPELLED OUT IN THE PAPER. FURTHER WORK ON THE SYSTEM WILL INCLUDE EXPLANATIONS AND EXAMPLES OF THE ITEMS IN THE OUTLINE, HIGHLY SELECTED BIBLIOGRAPHICAL REFERENCES TO AID IN UNDERSTANDING PARTS OF THE SYSTEM, TRAINING AND TESTING ITEMS TO AID LEARNING THE SYSTEM, ELABORATIONS ON USES, AND DESCRIPTIONS OF SUCCESS. RELATED DOCUMENTS ARE: SO 000 836, SO 000 991, AND SO 000 992. (AUTHOR/SD)

ORI 5562
ATKINS, THURSTON, AND OTHERS
SIMULATED CASE STUDIES.

NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C. DEPT. OF ELEMENTARY SCHOOL PRINCIPALS.

NATIONAL EDUCATION ASSOCIATION DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS, WASHINGTON, D.C. (STOCK NO 181-05572, SINGLE COPY $1.00, DISCOUNTS FOR LARGER ORDERS.)
PUB DATE - ND

DESCRIPTORS - *ADMINISTRATIVE PERSONNEL; *DECISION MAKING; *INSERVICE EDUCATION; *CASE STUDIES (EDUCATION); CROSS SECTIONAL STUDIES; *PROBLEM SOLVING

ABSTRACT - THIS SERIES OF CASE STUDIES FOCUSES ON ADMINISTRATIVE PROBLEMS WHICH OCCUR IN ELEMENTARY SCHOOLS. THE CASE STUDIES HAVE BEEN DESIGNED TO HELP PRINCIPALS: (1) THINK THROUGH VARIOUS ADMINISTRATIVE PROBLEMS, (2) IDENTIFY FEASIBLE SOLUTIONS, AND (3) EXAMINE THE DECISIONS THEY MAKE AND THE BASIS ON WHICH THEY MAKE THEM. EACH STUDY SIMULATES SOME SITUATION AFFECTING ADMINISTRATOR DECISIONS AND IS FOLLOWED BY A SECTION ENTITLED, SUGGESTIONS FOR USE, IN WHICH THE STUDENT IS ASKED TO ASSUME THE ADMINISTRATORS ROLE IN REACTING TO THE SPECIFIC PARTS OF THE CASE. THE AUTHORS FEEL THAT ONCE A SIMULATED CASE STUDY HAS BEEN USED, EACH MEMBER OF AN INSERVICE WORK GROUP SHOULD FORMULATE A SERIES OF QUESTIONS TO USE IN ANALYZING RESPONSES TO THE OTHER CASES. SOME TIME MIGHT BE WELL SPENT ON AN EXAMINATION OF THE QUESTIONS THEMSELVES, SINCE AN INDIVIDUAL'S ABILITY TO ASK THE RIGHT QUESTIONS IS CLOSELY RELATED TO HIS SKILL IN THINKING THROUGH ANY PROBLEM SITUATION AND EVALUATING HIS RESPONSE TO IT. (AUTHOR/CH)

ORI 5563 ED 033 320
MASSEY, JAMES ORR
AN APPROACH TO MORE EFFECTIVE TRAINING FOR EXECUTIVE CAREERS.

UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES.
DOCUMENT NOT AVAILABLE FROM EDRS.
UNIVERSITY MICROFILMS, 300 N. ZEEB RD., ANN ARBOR, MICHIGAN, 48106 (ORDER NO. 68-1688, MF $3.00, XEROGRAPHY $9.25)
PUB DATE - 67 202P.D.B.A. THESIS.

DESCRIPTORS - *BUSINESS ADMINISTRATION; CASE STUDIES (EDUCATION); COST EFFECTIVENESS; DECISION MAKING; DOCTORAL THESES; EDUCATIONAL OBJECTIVES; *EVALUATION; *GRADUATE STUDY; GROUP DISCUSSION; INTERNSHIP PROGRAMS; INVESTIGATIONS; LECTURE; *MANAGEMENT DEVELOPMENT; *MANAGEMENT GAMES; RESEARCH; ROLE PLAYING; SIMULATION

ABSTRACT - AN ASSESSMENT WAS MADE OF THE USEFULNESS OF MORE REALISTIC SIMULATION MODELS IN THE ACADEMIC STUDY OF BUSINESS, AND OF RESOURCES NEEDED TO DEVELOP AND USE SUCH MODELS. A REVIEW OF THE LITERATURE SHOWED SIGNIFICANT DIFFERENCES IN STRUCTURE AND THE ROLE OF THE "PLAYER" (STUDENT) AS REGARDS GAME THEORY, WHICH DEALS WITH ANALYSIS AND SELECTION OF AVAILABLE STRATEGIES IN COMPETITIVE SITUATIONS WITH RATIONALITY OF BEHAVIOR ASSUMED; MANAGEMENT GAMES, WITH THEIR DETERMINISTIC STRUCTURES IN WHICH INTERACTIONS BETWEEN DECISIONS AND ENVIRONMENT ARE SPECIFIED BY REFEREES; AND TRUE SIMULATION, MARKED BY INDETERMINACY IN THE RELATION OF STUDENT TO MODEL AND IN INPUT OUTPUT VARIABLES. TRUE SIMULATION HAS USUALLY PROVED TOO COSTLY, BUT MANAGEMENT GAMES PRESENTLY IN USE CAN BE MODIFIED INTO SIMULATIONS FOR GRADUATE SCHOOLS OF BUSINESS. IN AN EXPERIMENT TO TEST THIS APPROACH, COMPARISON OF STUDENT REACTION TO THE ORIGINAL AND TO THE MODIFICATION INDICATED IMPROVED REALISM AND GREATER STUDENT APPRECIATION OF FACTORS IN DECISION MAKING. (AUTHOR/LY)

ORI 5564 ED 042 738
TAMMINEN, A.W.
AN INSTITUTE FOR THE TRAINING OF PARTICIPANTS IN THE ES '70 PROJECTS.

MINNESOTA UNIV., DULUTH.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$0.25 HC-$1.80
OEG-0-8-080522-3741 (010) 24
BR-8-0522
PUB DATE - APR 70 34P.

DESCRIPTORS - ACTIVITY UNITS; *BEHAVIORAL OBJECTIVES; FILMS; *INSERVICE TEACHER EDUCATION; INSTITUTES (TRAINING PROGRAMS); SECONDARY EDUCATION; SECONDARY SCHOOL TEACHERS; *SENSITIVITY TRAINING; *SIMULATION; *TEACHER ATTITUDES

ABSTRACT - DURING THE SUMMER OF 1968, A 6-WEEK INSERVICE TRAINING INSTITUTE WAS HELD AT DULUTH, MINNESOTA, FOR 45 EXPERIENCED TEACHERS FROM 13 SECONDARY SCHOOLS THROUGHOUT THE UNITED STATES. THESE SCHOOLS ARE PART OF

A 17-SCHOOL ES '70 NETWORK BANDED TOGETHER FOR THE PURPOSE OF DEVELOPING INNOVATIVE CURRICULA FOR THE 1970'S. THE PURPOSE OF THE INSTITUTE WAS TO PREPARE THE 45 TEACHERS IN THE FOLLOWING AREAS: WRITING BEHAVIORAL OBJECTIVES AND DEVELOPING "LEARNING PACKAGES" TO ATTAIN THESE OBJECTIVES; GAINING SKILL IN GROUP DYNAMICS AND DEVELOPING MORE SELF-UNDERSTANDING, OPENNESS, AND ABILITY TO DEAL WITH AFFECTIVE PHENOMENA; BECOMING ACQUAINTED WITH EDUCATIONAL SIMULATION; AND GAINING EXPERIENCE WITH A BROADLY-BASED HUMANITIES APPROACH TO LEARNING. SIGNIFICANT GAINS WERE ATTAINED IN MEASURED ABILITY TO IDENTIFY, EVALUATE, AND DEVELOP BEHAVIORAL OBJECTIVES, AND IN MEASURED ATTITUDES TOWARD TEACHING AND STUDENTS, IN THE DIRECTION OF MORE ACCEPTANCE AND UNDERSTANDING OF STUDENTS. SUBJECTIVE, OPEN-ENDED EVALUATION BY ENROLLEES AND GENERALLY POSITIVE TOWARD THE INSTITUTE, BUT ALSO SOMEWHAT CRITICAL OF THE HUMANITIES AND EDUCATIONAL SIMULATION ASPECTS OF THE PROGRAM. BASED ON CRITIQUE BY ENROLLEES, CHANGES ARE RECOMMENDED FOR FUTURE INSTITUTES, AND A REUNION FOLLOWUP IS ADVISED TO PERMIT FURTHER EVALUATION AND SHARING OF TRANSFER VALUES AND EXPERIENCES. (AUTHOR/RT)

ORI 5565 ED 034 747
JOHNSON, MEL
MODEL PROGRAM FOR TEACHER IN-SERVICE TRAINING EMPHASIZING THE AFFECTIVE DIMENSION.

ELK GROVE TRAINING AND DEVELOPMENT CENTER, ARLINGTON HEIGHTS, ILL.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$2.45
PUB DATE - JUN 69 47P.

DESCRIPTORS - *AFFECTIVE BEHAVIOR; BEHAVIOR CHANGE; GROUP DYNAMICS; INDIVIDUALIZED PROGRAMS; *INSERVICE TEACHER EDUCATION; SELF EVALUATION; *SIMULATION; *TEACHER BEHAVIOR; *TEACHER SEMINARS; VIDEO TAPE RECORDINGS

ABSTRACT - REALIZING THAT MOST TEACHERS ARE QUITE ADEQUATE IN THEIR OWN BACKGROUND OF KNOWLEDGE AND SKILLS, SENSING THE GROWING THREAT TO STUDENTS AND TEACHERS OF THE IMPERSONALIZATION AND ISOLATION IN MANY CROWDED CLASSROOMS TODAY, THE IN-SERVICE TRAINING PROGRAM EMPHASIZING THE AFFECTIVE DIMENSION WAS INNOVATED AT WHEELING HIGH SCHOOL, ILLINOIS, DURING THE 1967-68 SCHOOL YEAR. THE MAIN OBJECTIVES WERE: (1) TO EXPOSE TEACHERS TO SITUATIONS WHICH WOULD RESULT IN THEIR BEING WILLING TO LOOK AT THEIR OWN BEHAVIOR AND ITS EFFECT ON THE ATMOSPHERE AS WELL AS THE BEHAVIOR OF THE GROUP, (2) TO DEVELOP IN THE TEACHERS AN INCREASED DESIRE TO CONSIDER EACH STUDENT AS AN INDIVIDUAL, AND (3) TO INVOLVE THE TEACHERS IN ASSESSING THEIR OWN BEHAVIOR IN THE CLASSROOM SETTING. MOST OF THE SESSIONS WERE VIDEO-TAPED. THIS GAVE THE PARTICIPANTS THE OPPORTUNITY TO SEE FIRST-HAND THE VALUE OF VIDEO-TAPING AND ANALYZING THEIR CLASSROOM ACTIVITIES. MONTHLY ALL-DAY SEMINAR SESSIONS WERE HELD INVOLVING THREE TYPES OF SEMINAR GROUPS: (1) FOR BEGINNING TEACHERS, (2) FOR SECOND-YEAR TEACHERS WHO WERE MEMBERS OF A SEMINAR GROUP LAST YEAR AS BEGINNING TEACHERS, AND (3) FOR "VETERAN" TEACHERS. MEMBERSHIP OF EACH GROUP REPRESENTED ALL DISCIPLINES AND REMAINED THE SAME THROUGHOUT THE YEAR IN ORDER TO BUILD A STRONG EXPANSION OF THE PROGRAM TO INVOLVE FIVE OF THE SIX HIGH SCHOOLS IN DISTRICT 214 IS NOW IN PROCESS. (AUTHOR)

ORI 5566 ED 022 726
SMITH, BROOKS E., ED., AND OTHERS
PARTNERSHIP IN TEACHER EDUCATION.

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, WASHINGTON, D.C.
ASSOCIATION FOR STUDENT TEACHING.
EDRS PRICE MF-$1.25 HC NOT AVAILABLE FROM EDRS.
AMERICAN ASSN. OF COLL. FOR TEACHER EDUC., 1201 16TH ST., N.W., WASHINGTON, D.C. 20036 ($6.25)
PUB DATE - 68 307P.

DESCRIPTORS - *ADMINISTRATIVE PROBLEMS; AFFILIATED SCHOOLS; CLASSROOM RESEARCH; *COLLEGE SCHOOL COOPERATION; INSTRUCTIONAL INNOVATION; *INTERINSTITUTIONAL COOPERATION; MICROTEACHING; PROFESSIONAL ASSOCIATIONS; RESEARCH AND DEVELOPMENT CENTERS; STATE FEDERAL SUPPORT; *STUDENT TEACHING; SYMPOSIA; TEACHER BEHAVIOR; *TEACHER EDUCATION; TEACHERS COLLEGES; TEACHER SUPERVISION; TEACHING PROCEDURES

ABSTRACT - THIS PUBLICATION IS DESIGNED TO SERVE 3 PURPOSES: (1) IT IS A REPORT OF THE 1966 SUMMER WORKSHOP-SYMPOSIUM ON "SCHOOL-COLLEGE PARTNERSHIPS IN TEACHER EDUCATION," COSPONSORED BY THE PUBLISHERS, (2) IT PRESENTS ADDITIONAL THINKING NOT INCLUDED IN THAT PROGRAM OR WHICH HAS COME TO LIGHT SINCE, AND (3) IT SERVES AS A FOLLOW-UP TO 1964 AND 1965 STUDIES AS THIRD IN A SERIES DEVOTED TO HELPING THOSE INTERESTED IN TEACHER EDUCATION TO STAY ABREAST OF CHANGES AND TO BE PREPARED TO EXERCISE ENLIGHTENED LEADERSHIP. MOST OF THE 34 CONTRIBUTORS ARE UNIVERSITY-BASED ADMINISTRATORS OF TEACHER EDUCATION PROGRAMS. SECTION 1 PROVIDES BRIEF REFLECTIONS ON THE WORKSHOP-SYMPOSIUM, AND SECTION 2 PRESENTS MUCH OF THE CONFERENCE CONTENT: A CHAPTER ON PROMISES AND PITFALLS IN THE TREND TOWARD COLLABORATION; DESCRIPTIONS AND ANALYSES OF EMERGING PARTNERSHIPS IN TEACHER EDUCATION; A REVIEW OF GROUP DISCUSSIONS AT THE CONFERENCE; AND ELABORATIONS ON 7 ISSUES AND PROBLEMS IN COOPERATIVE VENTURING. SECTION 3 FOCUSES ON EMERGING ADMINISTRATIVE AND REGULATORY DEVELOPMENTS IN COLLABORATIVE ENTERPRISES. SECTION 4 DEALS WITH THE FOUNDATIONS FOR PARTNERSHIP IN THE PHILOSOPHICAL BASES OF TEACHER EDUCATION. VARIOUS INNOVATIVE PROCEDURES AND PRACTICES IN SUPERVISION, SUCH AS MICROTEACHING, SIMULATION TRAINING, AND PRE-STUDENT TEACHING LABORATORIES, ARE DISCUSSED IN THE 12 PARTS OF SECTION 5. A FINAL SECTION OFFERS "A LOOK AT THE FUTURE." (JS)

ORI 5567 ED 041 226
STEWART, EDWARD C., AND OTHERS
SIMULATING INTERCULTURAL COMMUNICATION THROUGH ROLE-PLAYING.

HUMAN RESOURCES RESEARCH ORGANIZATION, ALEXANDRIA, VA.

EDRS PRICE MF-$0.50 HC-$3.35
TP-69-7
PUB DATE - MAY 69 69P.

DESCRIPTORS - ANALYSIS OF VARIANCE; BEHAVIOR CHANGE; BIBLIOGRAPHIES; *COMMUNICATION (THOUGHT TRANSFER); CORRELATION; *CROSS CULTURAL TRAINING; PROGRAM DESIGN; PROGRAM EVALUATION; *RESEARCH; *ROLE PLAYING; *SIMULATION; TESTS; VALUES

ABSTRACT - THIS REPORT DESCRIBES THE DESIGN AND DEVELOPMENT OF TRAINING TO INCREASE CULTURAL AWARENESS. SIGNIFICANT ASPECTS OF INTERCULTURAL INTERACTION WERE SIMULATED IN A SERIES OF ROLE PLAYING EXERCISES. TYPICAL AMERICAN VALUES AND ASSUMPTIONS WERE DEMONSTRABLY ELICITED FROM A TRAINEE AS HE INTERACTED WITH A "FOREIGN" AUXILIARY. THE AUXILIARY WAS TRAINED TO REFLECT A MIRROR IMAGE OF AMERICAN VALUES AND ASSUMPTIONS JUDGED IMPORTANT TO OVERSEAS PERFORMANCE. THESE VALUES AND ASSUMPTIONS WERE DERIVED FROM AN ANALYSIS OF AMERICAN "MIDDLE CLASS" CULTURE. SEVERAL PAPER AND PENCIL TESTS WERE DEVELOPED AS INTERIM ESTIMATES OF TRAINING OBJECTIVES. PRELIMINARY DATA BEARING ON THE EFFECTIVENESS OF THE TECHNIQUE WERE PRESENTED. POSSIBLE VARIATIONS IN TRAINING FORMAT WERE SUGGESTED AND SOME CONCLUSIONS DRAWN FOR USE OF THE SIMULATION EXERCISES. (THE DOCUMENT INCLUDES 32 REFERENCES, SEVEN TABLES, BACKGROUND MATERIAL FOR ROLE PLAYERS, AND INSTRUCTIONS FOR PART OF TEST D.) (AUTHORS/LY)

ORI 5581
CLARK, J.; CULBERT, S.
MUTUALLY THERAPEUTIC PERCEPTION AND SELF-AWARENESS IN A T-GROUP.

JOURNAL OF APPLIED BEHAVIORAL SCIENCES, 1965, PP. 180-194
PUB DATE - ND

DESCRIPTORS - GROUP DYNAMICS; *T-GROUPS; GROUP BEHAVIOR; *INTERACTION PROCESS ANALYSIS; *SOCIAL CHANGE; PERCEPTION; *INTERPERSONAL RELATIONSHIP; *SELF CONCEPT

ABSTRACT - A THEORY WAS PRESENTED WHICH SUGGESTED THAT MEMBERS OF A T-GROUP BECOME MORE SELF-AWARE IN INTERPERSONAL RELATIONSHIPS IN WHICH ONE PERSON CONGRUENTLY EXPRESSES FEELINGS AND IN THAT WAY EVENTUALLY ALLOWS THE OTHER TO DO LIKEWISE. THE STUDY ATTEMPTED OPERATIONALLY TO TEST THIS THEORY THROUGH TWO HYPOTHESES: (1) SOME MEMBERS OF A T-GROUP WILL SHOW HIGHER PROCESS SCALE RATINGS OF SAMPLES OF THEIR SPEECH NEAR THE END OF THEIR GROUP EXPERIENCE THAN AT THE BEGINNING; AND (2) THOSE MEMBERS SHOWING THE MOST PROCESS SCALE IMPROVEMENT WILL BE THE MEMBERS WHO ENTER INTO THE MOST INTERPERSONAL RELATIONSHIPS IN WHICH THE MEMBERS PERCEIVE EACH OTHER AS HIGH IN LEVEL OF REGARD, EMPATHY, CONGRUENCE, AND UNCONDITIONALITY OF REGARD. HYPOTHESIS 1 WAS SUPPORTED: TWO JUDGES WHOSE RATINGS WERE RELIABLY CORRELATED PRODUCED RATINGS WHICH YIELDED POSITIVELY SIGNIFICANT CHANGES FOR FOUR STUDENTS, NONSIGNIFICANT CHANGES FOR FIVE STUDENTS, AND A SIGNIFICANT NEGATIVE CHANGE FOR ONE STUDENT. THE SECOND HYPOTHESIS WAS SUPPORTED BY SIGNIFICANT DATA RELATING POSITIVE PROCESS SCALE CHANGES TO THE NUMBER OF DYADIC RELATIONSHIPS A STUDENT HAD IN WHICH BOTH MEMBERS PERCEIVED EACH OTHER AS HIGH IN THE THERAPEUTIC QUALITIES. (AUTHOR/CH)

ORI 5582
DISCUSSION LEADER GUIDE: CONFRONTATION--A HUMAN RELATIONS TRAINING UNIT AND SIMULATION GAME FOR TEACHERS AND ADMINISTRATORS IN A MULTI-ETHNIC ELEMENTARY AND HIGH SCHOOL.

FAR WEST LAB FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, BERKELEY, CALIF.

ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH, NEW YORK N.Y. 10016
NEW YORK, NEW YORK, FRIENDLY HOUSE PUBLISHERS
PUB DATE - 70 23P.

DESCRIPTORS - *SIMULATION; HUMAN RELATIONS UNIT; *GROUP INSTRUCTION; ETHNIC RELATIONS; REGIONAL DIALECTS; *PROGRAM GUIDES; INSERVICE TEACHER EDUCATION; *LEADERS GUIDES; ADMINISTRATIVE PERSONNEL; SECONDARY SCHOOL TEACHERS; HUMAN RELATIONS; LEADERSHIP TRAINING

ABSTRACT - THE PURPOSE OF THIS GUIDE IS TO COMPLEMENT, REINFORCE AND ENLARGE UPON THE INFORMATION IN BOTH TRAINING AND STIMULATOR FILMS WHICH ARE PART OF THE CONFRONTATION SERIES. IT IS A GUIDE FOR AIDING DISCUSSION GROUP LEADERS IN THEIR PREPARATION STAGES FOR LEADING GROUP DISCUSSIONS, AS WELL AS A WORKBOOK FOR A GROUP LEADER TO CONSULT IN LEARNING AND PRACTICING LEADERSHIP SKILLS. A SERIES OF FOUR SIMULATOR PROGRAMS ARE PRESENTED IN FULL DETAIL INCLUDING OBJECTIVES, SCRIPT, TIME FOR CONDUCTING, FILM IDENTIFICATION, AND SAMPLE RESPONSE QUESTIONS. AN ASSOCIATED SOLUTION IS INCLUDED FOR EACH PROGRAM. THE GUIDEBOOKS COULD SERVE AS A DEFINITE AID TO EDUCATORS CHARGED WITH DEVELOPING AND CONDUCTING INSERVICE EDUCATION PROGRAMS. (CH)

ORI 5583
DISCUSSION LEADER'S MANUAL.

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS, WASHINGTON, D.C.

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH ST., N. W., WASHINGTON, D.C. 20036
PUB DATE - 70 24P.

DESCRIPTORS - *SCHOOL ADMINISTRATION; INSERVICE EDUCATION; *PROFESSIONAL TRAINING; *SIMULATION; DISCUSSION GROUPS; *LEADERSHIP TRAINING; *LEADERS GUIDES; MANUALS
IDENTIFIERS - DISCUSSION LEADER

ABSTRACT - THE PURPOSE OF DISCUSSION LEADER TRAINING EXERCISES IS TO PROVIDE AN INTERESTING, REALISTIC, AND PRODUCTIVE EDUCATION EXPERIENCE FOR SCHOOL PRINCIPALS, STUDENTS PREPARING TO BE SCHOOL PRINCIPALS, AND ANY OTHER GROUP OF PEOPLE INTERESTED IN EXAMINING SOME OF THE MOST CRITICAL ISSUES

PERTAINING TO SCHOOLS IN THE 1970'S. ISSUES SUCH AS INSERVICE EDUCATION, TEACHER MILITANCY, DELEGATION, SEPARATION OF CHURCH AND STATE, ABILITY GROUPING, AND ACADEMIC FREEDOM ARE COMMON TOPICS UNDERTAKEN. IT IS VITAL FOR THE DISCUSSION LEADER TO BE A DISCUSSION LEADER, AND NOT A ONE-MAN SHOW. FULL PARTICIPATION BY ALL EDUCATORS IN THE GROUP WILL NOT ONLY MAKE THE SESSION MORE INTERESTING FOR THEM, BUT IT WILL ALSO MAKE THEIR PARTICIPATION MORE LIKELY TO BE AN EFFECTIVE LEARNING EXPERIENCE. THE DISCUSSION LEADER'S ROLE IS TO ASK APPROPRIATE QUESTIONS, ENCOURAGE PARTICIPATION ON THE PART OF ALL MEMBERS OF THE GROUP, GENTLY BRING THE GROUP BACK TO THE TOPIC WHEN IT STRAYS, AND WHEN IT SEEMS ADVISABLE, SUPPLY INFORMATION THAT WILL CONTRIBUTE TO THE GROUP'S THINKING. THIS PUBLICATION CONTAINS A SERIES OF AGENDA ITEMS, EACH ACCOMPANIED BY A FEW QUESTIONS THAT MIGHT BE USEFUL TO THE LEADER IN STIMULATING DISCUSSION. (CH)

ORI 5584
DINKMEYER, DON
THE C-GROUP: FOCUS ON SELF AS INSTRUMENT.

PHI DELTA KAPPAN; V32 N10 PP 617-19 JUN 1971
PUB DATE - 71

DESCRIPTORS - *GROUP STRUCTURE; *CHANGE AGENTS; *INTERACTION PROCESS ANALYSIS; INSERVICE TEACHER EDUCATION; *SELF CONCEPT; SELF ACTUALIZATION
IDENTIFIERS - C-GROUP

ABSTRACT - THE C-GROUP RECOGNIZES A BASIC LEARNING PRINCIPLE: IF ONE IS TO ASSIST ANOTHER TO LEARN AND CHANGE, THERE MUST BE ACCESS TO THE AFFECTIVE AND COGNITIVE DOMAINS. FEELINGS, VALUES, AND ATTITUDES MUST BE OPENLY REVEALED AND CONSIDERED WHEN DISCUSSING FACTS AND THEORY. THIS NEW APPROACH EXAMINES THE TRANSACTION BETWEEN TEACHER AND STUDENT AND THE APPLICATION OF SPECIFIC PROCEDURES. IT ALSO CAUSES THE TEACHER TO SEE HOW ATTITUDES AND FEELINGS MAY KEEP HIM FROM CHANGING. THE NEW APPROACH CONSISTS OF SEVERAL COMPONENTS: (1) COLLABORATION, (2) CONSULTATION, (3) CLARIFICATION, (4) CONFIDENTIAL, (5) CONFRONTATION, (6) COMMUNICATION, (7) CONCERN, (8) COMMITMENT. THE GROUP DEVELOPS A COMMITMENT TO CHANGE. THE C-GROUP USUALLY RESTRICTS ITSELF TO FIVE OR SIX MEMBERS TO SECURE MAXIMUM PARTICIPATION AND INVOLVEMENT AND ARE MOST EFFECTIVE WHEN THEY CAN BE SCHEDULED FOR A MINIMUM OF 1 1/2 HOUR PERIODS. IF THE CHILD IS TO BECOME OPEN, HONEST, INVOLVED, ALTRUISTIC, AND COMMITTED TO DEMOCRATIC VALUES, HE MUST HAVE TEACHERS WHO ARE MODELS FOR THIS APPROACH TO LIVING, AND WHO PROVIDE HIM WITH OPPORTUNITIES TO BE INVOLVED, FREE FROM ANXIETY, PERCEPTIVE, IMAGINATIVE, CREATIVE, AND SPONTANEOUS. THESE QUALITIES, ACQUIRED IN THE GROUP, ARE PERSONALLY EXPERIENCED AND VALUED AND HENCE INTERNALIZED IN THE PERSON AND IN THE TEACHING PROCESS. ONLY THE FULLY FUNCTIONING PERSON CAN MEET THE CURRENT CHALLENGES IN EDUCATION. (CH)

ORI 5585
THOMAS, D.
T-GROUPING: THE WHITE-COLLAR HIPPIE MOVEMENT.

PHI DELTA KAPPAN; V49 PP458-460 1968
PUB DATE - 68 BASED ON PH.D. DISSERTATION, OHIO STATE UNIVERSITY.

DESCRIPTORS - *INSERVICE PROGRAMS; *T-GROUPING; *SENSITIVITY TRAINING; INTERACTION PROCESS ANALYSIS; PROBLEM SOLVING; CRITICAL THINKING

ABSTRACT - THE AUTHOR EXPRESSES HIS VIEWS AS AN EDUCATOR, CONCERNING THE LACK OF VALUE ON T-GROUPING OR SENSITIVITY TRAINING AS A METHOD TO BE UTILIZED FOR IN-SERVICE TRAINING. THOMAS LISTS FIVE OBSERVATIONS CONCERNING THE CURRENT TREND OF T-GROUPING: (1) BOARDS OF EDUCATION WILL BE FACED WITH AND INCREASING NUMBER OF REQUESTS FROM ADMINISTRATORS AND TEACHERS TO PARTICIPATE IN MARATHONS OR 3-DAY SENSITIVITY SESSIONS, (2) AS NOW PRACTICED, SENSITIVITY TRAINING IS A GOOD IDEA GONE BAD. MUCH OF THE THEORY, BORROWED FROM THE NOW OBSOLETE, NONDIRECTIVE COUNSELING PSYCHOLOGY, IS NO LONGER USEFUL, (3) THE MARATHON IS BAD, EXTREMELY BAD, AND IS TO BE AVOIDED, (4) TRAINERS VARY IN SKILLS, (5) SENSITIVITY TRAINING CAN BE SALVAGED IF IT IS UPDATED TO INCORPORATE THE MORE CREATIVE AND INNOVATION PROGRAMS OF TEACHER SELF-REALIZATION AND SELF-DETERMINATION, IF THE CONTINUING EDUCATION PROGRAMS ARE LARGER THAN T-GROUPS SESSION, IF EVALUATION IS AN INTEGRAL PART OF THE PROGRAM, AND IF THE AIMS OF THE ORGANIZATION ARE CENTRAL TO THE PURPOSES OF THE PROGRAM. (CH)

ORI 5586
DAVIS, O.; BOWERS, N.
GROUP SENSITIVITY IN A TEACHER EDUCATION PROGRAM: AN INITIAL ATTEMPT.

PEABODY JOURNAL OF EDUCATION; V39 PP68-74 1961
PUB DATE - ND

DESCRIPTORS - *SENSITIVITY TRAINING; *GROUP THERAPY; *TEACHER EXPERIENCE; GROUP BEHAVIOR; ROLE PLAYING; ROLE PERCEPTION; DISCUSSION GROUPS; *TEACHER EDUCATION; *TEACHER EDUCATION CURRICULUM

ABSTRACT - A FIRST ATTEMPT AT SENSITIVITY TRAINING BEGAN IN 1960 WITH A SELECT GROUP OF 23 STUDENTS (FIFTH YEAR STUDENTS) IN TEACHER EDUCATION AT THE UNIVERSITY OF NORTH CAROLINA. AS PART OF THE EXPERIMENTAL PROGRAM, PLANNED ACTIVITIES WERE DESIGNED TO DEVELOP UNDERSTANDINGS, SKILLS, AND ATTITUDES NECESSARY FOR FUTURE TEACHERS TO BE INITIALLY SUCCESSFUL IN A CLASSROOM TEACHING EXPERIENCE. THE FIRST SIX WEEKS WERE DEVOTED TO THE STUDY OF PSYCHOLOGICAL AND SOCIAL FOUNDATIONS OF EDUCATION. A DOMINANT ORGANIZING ELEMENT WAS A CONCERN WITH GROUP BEHAVIOR AND GROUP FUNCTIONING. LECTURES, READINGS, SMALL GROUP TASKS, PRACTICE SESSIONS IN ANALYZING ROLE PLAYING, AND DISCUSSIONS BY THE ENTIRE GROUP WERE

TECHNIQUES EMPLOYED. PRACTICAL CLASSROOM SITUATIONS AND INFORMATION ABOUT SOCIAL FOUNDATIONS, TEACHER'S CLASSROOM ROLES AND EFFECTS OF GROUP PRESSURES PROVIDED THE SUBSTANCE FOR MUCH OF THE WORK. "SKILLS PRACTICES" INCLUDED ROLE PLAY AND OTHER ACTIVITIES DESIGNED TO DEVELOP UNDERSTANDING OF GROUP PROCESS. THE FINDINGS INDICATE MORE REALISTIC PERCEPTIONS AND ACCEPTANCES OF SELF AND OTHERS AFTER THE SENSITIVITY TRAINING. THIS FIRST ATTEMPT DEMONSTRATED THE DESIRABILITY AND FEASIBILITY OF SUCH AN EXPERIENCE AS AN INTEGRAL PART OF AN EXPERIMENTAL PROGRAM OF TEACHER EDUCATION. (CH)

ORI 5587
KRAYBILL, EDWARD KREADY
EVALUATIVE STUDY OF SUMMER INSTITUTE ON EFFECTIVE TEACHING FOR ENGINEERING TEACHERS.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 65

DESCRIPTORS - *EFFECTIVE TEACHING; *TEACHER EVALUATION; *SUMMER INSTITUTES; TEACHER BEHAVIOR; *TEACHER ATTITUDES; EVALUATION TECHNIQUES
IDENTIFIERS - *ENGINEERING TEACHERS; THE PURDUE RATING SCALE FOR INSTRUCTION; TEACHING AND LEARNING INVENTORY; TEST OF BEHAVIORAL RIGIDITY; PRSI; TLI; TBR

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO EVALUATE MEASURABLE CHANGES IN TEACHING EFFECTIVENESS OF ENGINEERING INSTRUCTORS WHO PARTICIPATED IN A 2-WEEK SUMMER INSTITUTE ON EFFECTIVE TEACHING. AN ATTEMPT WAS MADE TO DETERMINE KNOWLEDGES, SKILLS AND ATTITUDES CONDUCIVE TO CLASSROOM CONDITIONS AND ESSENTIAL FOR EFFECTIVE LEARNING. THE SAMPLE INCLUDED 70 MALE ENGINEERING TEACHERS DIVIDED INTO AN EXPERIMENTAL AND CONTROL GROUP. PRE- AND POST MEASURES OF TEACHING AND UNDERSTANDING WERE MADE THROUGH THE FOLLOWING EVALUATION MEANS: (1) STUDENT RATINGS, (2) INSTRUCTOR SELF RATINGS, (3) INVENTORY OF KNOWLEDGES, SKILLS AND ATTITUDES RELATIVE TO EFFECTIVE TEACHING, AND (4) ASSESSMENT OF DEGREE OF RIGIDITY IN REFERENCE TO CONCEPTUAL CHANGE AND PATTERNS OF BEHAVIOR. THE PURDUE RATING SCALE FOR INSTRUCTION (BASED ON PERCEPTIONS OF TEACHER BEHAVIOR) WAS USED TO EVALUATE 1 AND 2, TEACHING AND LEARNING INVENTORY FOR 3, AND THE TEST OF BEHAVIORAL RIGIDITY WAS USED FOR THE FOURTH MEASURE. THE INSTITUTE CONSISTED OF PRESENTATIONS GIVEN AND DISCUSSIONS CONDUCTED BY LEADERS IN EDUCATION, ENGINEERING, PSYCHOLOGY AND SPEECH. PRACTICUM SESSIONS AND WORKSHOPS PROVIDED AN OPPORTUNITY TO REINFORCE UNDERSTANDINGS AND DEVELOP SKILLS. STUDENTS PERCEIVED POSITIVE CHANGES IN TEACHER BEHAVIOR. THERE WERE SIGNIFICANT GAINS REFLECTED ON THE TEACHING AND LEARNING INVENTORY, ALTHOUGH TEACHERS DID NOT PERCEIVE CHANGES. (CH)

ORI 5588 ED 010 506
DAVIS, GARY A.
THE CURRENT STATUS OF RESEARCH AND THEORY IN HUMAN PROBLEM SOLVING.

WISCONSIN UNIV., MADISON. RESEARCH AND DEVELOPMENT CENTER FOR LEARNING AND RE-EDUCATION.
EDRS PRICE MF-$0.09 HC-$1.24
OEC-5-10-154 24
BR-5-0216-UP-2
PUB DATE - 66 31P.

DESCRIPTORS - BEHAVIOR PATTERNS; COGNITIVE DEVELOPMENT; *COGNITIVE PROCESSES; *COVERT RESPONSE; *LEARNING PROCESSES; LEARNING THEORIES; *OVERT RESPONSE; *PROBLEM SOLVING; *RESEARCH AND DEVELOPMENT CENTERS
IDENTIFIERS - MADISON; WISCONSIN

ABSTRACT - PROBLEM-SOLVING THEORIES IN THREE AREAS - TRADITIONAL (STIMULUS-RESPONSE) LEARNING, COGNITIVE-GESTALT APPROACHES, AND COMPUTER AND MATHEMATICAL MODELS - WERE SUMMARIZED. RECENT EMPIRICAL STUDIES (1960-65) ON PROBLEM SOLVING WERE CATEGORIZED ACCORDING TO TYPE OF BEHAVIOR ELICITED BY PARTICULAR PROBLEM-SOLVING TASKS. ANAGRAM, "INSIGHT," "WATER-JAR," AND ARITHMETIC PROBLEMS WERE CONSIDERED SOLVABLE BY COVERT TRIAL-AND-ERROR BEHAVIOR. IT WAS SUGGESTED THAT "SWITCH-LIGHT," CLASSIFICATION, PROBABILITY-LEARNING, AND NUMEROUS "MISCELLANEOUS" TASKS SHOULD BE APPROACHED BY OVERT TRIAL-AND-ERROR METHODS. BY DISCUSSING PROBLEM SOLVING IN TERMS OF OVERT VERSUS COVERT TRIAL-AND-ERROR BEHAVIOR, THE REPORT PRESENTED A NEW APPROACH TO THE STUDY OF HUMAN PROBLEM SOLVING THROUGH THE USE OF CATEGORICAL IDENTIFICATION OF PROBLEM-SOLVING TASKS. (GC)

ORI 5589
MILES, MATTHEW B.
LEARNING TO WORK IN GROUPS. A PROGRAM GUIDE FOR EDUCATIONAL LEADERS.

COLUMBIA UNIV., NEW YORK, N.Y. HORACE MANN-LINCOLN INST. OF SCHOOL EXPERIMENTATION.

PUB DATE - 59 285P.

DESCRIPTORS - INSERVICE EDUCATION; GROUP STRUCTURE; *GROUP RELATIONS; *GROUP DYNAMICS; TRAINING LABORATORIES; *INTERACTION PROCESS ANALYSIS; GROUP BEHAVIOR; *GROUP ACTIVITIES; *LEADERS GUIDES

ABSTRACT - THIS TEXT IS AN ATTEMPT TO BRING TOGETHER WHAT IS KNOWN ABOUT THE PRACTICAL PROBLEMS OF HELPING PEOPLE LEARN BETTER GROUP BEHAVIOR, AND TO APPLY THIS KNOWLEDGE TO THE SPECIAL AND IMPORTANT CASE OF AMERICAN PUBLIC EDUCATION. IT HAS BEEN DESIGNED TO ACT AS A GUIDELINE FOR PREPARING EDUCATIONAL, INDUSTRIAL, SOCIAL, AND GOVERNMENT LEADERS TO WORK EFFECTIVELY IN GROUP ENDEAVORS. SOCIAL SCIENTISTS AND PRACTITIONERS FROM ALL FIELDS ARE HELPING TO MAKE TRAINING IN INCREASED GROUP EFFECTIVENESS MORE AND MORE A PART OF THE AMERICAN SCENE. THE METHODS AND PROCEDURES DISCUSSED IN THIS BOOK ARE BEING USED EXTENSIVELY TODAY IN INDUSTRIAL EXECUTIVE DEVELOPMENT AND SUPERVISORY TRAINING PROGRAMS, IN RELIGIOUS EDUCATION, IN THE TRAINING OF YOUTH LEADERS, IN THE

INSERVICE EDUCATION OF PROFESSIONAL STAFF IN LARGE VOLUNTARY HEALTH ORGANIZATIONS, IN CREW PERFORMANCE IMPROVEMENT IN THE ARMED SERVICES AND IN THE PREPARATION OF COMMUNITY WORKERS. THE MATERIALS OF THE TEXT IS PRESENTED IN THE FOLLOWING EIGHT DIVISIONS: (1) SMALL GROUP FOCUS, (2) EFFECTIVE GROUP BEHAVIOR, (3) THE TRAINING PROCESS, (4) PLANNING FOR TRAINING, (5) TRAINING ACTIVITIES, (6) DESIGNING TRAINING ACTIVITIES, (7) TAKING THE TRAINER ROLE, AND (8) EVALUATING TRAINING. (AUTHOR/CH)

ORI 5601
DOWNING, GERTRUDE L.
A STUDENT-TEACHER LABORATORY PREPARES A SCHOOL FOR DE FACTO DESEGREGATION.

THE CLEARING HOUSE; V45 PP37-40 SEP1970
PUB DATE - ND

DESCRIPTORS - *WORKSHOPS; *INSERVICE TEACHER EDUCATION; *SUMMER INSTITUTES; MICROTEACHING; FIELD TRIPS; LEARNING LABORATORIES; *CROSS CULTURAL TRAINING; *INNER CITY; DISADVANTAGED YOUTH; RESIDENTIAL SCHOOLS; *SECONDARY SCHOOL TEACHERS

ABSTRACT - THE STUDY WAS OF NINTH GRADE TEACHERS OF STUDENTS FROM NANUET, A RESIDENTIAL INSTITUTION, CARING FOR INNER CITY YOUNGSTERS FROM NEW YORK CITY WITH SEVERE HOME DIFFICULTIES. INSERVICE PREPARATION OF TEACHERS UNUSED TO THE TYPES OF INNER CITY YOUTH THAT NANUET WAS INTRODUCING INTO THEIR CLASSES INCLUDED: (1) WORKSHOP SESSIONS DURING SPRING TERM, AND (2) A 6-WEEK SUMMER INSTITUTE UNDER GUIDANCE OF A CURRICULUM CONSULTANT. FILMS WERE VIEWED ON THE CULTURE OF POVERTY GROUPS. A FIELD TRIP WAS CONDUCTED, FIVE MORNING SESSIONS WERE DEVOTED TO TOOLS FOR EFFECTIVE INSTRUCTION FOCUSING ON DEVELOPMENTAL SKILLS INSTRUCTION. SAMPLE LESSONS WERE PRESENTED BY THE DIRECTOR AND EVALUATED BY THE GROUP. COPIES OF LESSON PLANS AND PRACTICE MATERIALS WERE DISTRIBUTED AND USED BY TEACHERS AS RESOURCES IN DEMONSTRATION LESSONS. CONCEPTS OF READABILITY LEVELS WERE STUDIED AND MATERIALS AND PUBLICATIONS WERE EVALUATED. TEACHERS VISITED YOUNG PEOPLE'S COLLECTION AT THE LIBRARY AND HEARD TALKS ON CURRENT LITERATURE OF INTEREST TO URBAN ADOLESCENTS. THESE EVENTS DEVELOPED THE TEACHERS' INTELLECTUAL READINESS FOR FIELD TRIPS TO THE GHETTOS. TO DEVELOP AN EMOTIONAL SENSITIVITY AND PROFESSIONAL COMMITMENT, TEACHERS VISITED BOTH THE GHETTOS AND THE RESIDENTIAL INSTITUTION, NANUET. THE MOST VITAL OF ALL THE EXPERIENCES OCCURRED WHEN 10 BOYS (VOLUNTEERS) SERVED AS GUIDES DURING A VISIT TO NANUET AND ACTED AS STUDENTS FOR THE MICRO LESSONS. (AUTHOR/CH)

ORI 5602 ED 018 482
"PREAMBLE," PROJECT TO ENRICH, AMPLIFY, MOBILIZE, BROADEN, AND LEVITATE EDUCATION.

WAYNE COUNTY BOARD OF EDUCATION, GOLDSBORO, N.C.
EDRS PRICE MF-$0.75 HC-$6.88
PUB DATE - 66 170P.

DESCRIPTORS - COMMUNICATION SKILLS; EDUCATIONALLY DISADVANTAGED; *ENRICHMENT PROGRAMS; INSERVICE TEACHER EDUCATION; PRESCHOOL CHILDREN; PROGRAM BUDGETING; *PROGRAM PLANNING; *PROJECT APPLICATIONS; READING CENTERS; RURAL AREAS; SPECIAL SERVICES; *SUPPLEMENTARY EDUCATIONAL CENTERS; *TEACHER IMPROVEMENT
IDENTIFIERS - ELEMENTARY SCHOOL CHILDREN; ESEA TITLE 3; NORTH CAROLINA; PREAMBLE; WAYNE COUNTY

ABSTRACT - THIS DOCUMENT IS THE ENTIRE APPLICATION FOR A FEDERAL GRANT UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, TO FINANCE THE ESTABLISHMENT, OPERATION, AND MAINTENANCE OF A SUPPLEMENTARY EDUCATIONAL CENTER. THE PROPOSED PROJECT IS DIRECTED TOWARD PROVIDING INDIVIDUAL ENRICHMENT EXPERIENCES FOR STUDENTS, TEACHERS, AND ADULTS IN A RURAL NORTH CAROLINA AREA. THE FIRST PRIORITY OF THE PROJECT, HOWEVER, IS SELF-IMPROVEMENT OF TEACHERS. THE VARIOUS SECTIONS OF THE APPLICATION INCLUDE GENERAL DATA, AN ABSTRACT OF THE PROJECT PROPOSAL AND INFORMATION ON PLANNING ASPECTS AND OPERATIONAL FEATURES. ALSO INCLUDED ARE SECTIONS DEALING WITH THE QUALIFICATIONS OF THE PROFESSIONAL STAFF, THE PARTICIPATION OF NONPUBLIC SCHOOL CHILDREN, EVALUATIVE PROCEDURES AND MEASURES, AND A PROJECT BUDGET. (NH)

ORI 5603
RAACK, MARILYN LOEFFLER
THE EFFECT OF AN IN-SERVICE EDUCATION PROGRAM ON TEACHER VERBAL BEHAVIOR.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 67 188P.ED.D. DISSERTATION, UNIVERSITY OF CALIFORNIA AT LOS ANGELES

DESCRIPTORS - *INSERVICE PROGRAM; INSERVICE TEACHER EDUCATION; *VERBAL ABILITY; *INSTRUCTIONAL STAFF; *TEACHER IMPROVEMENT; PROFESSIONAL TRAINING; *SUMMER INSTITUTES
IDENTIFIERS - HEATHER'S PROCESS GOALS; HARVARD-LEXINGTON PROGRAM

ABSTRACT - THE MAJOR PURPOSE OF THIS STUDY WAS TO DETERMINE THE EXTENT TO WHICH A PRIMARY GOAL OF THE SUMMER PROGRAM--EMPLOYMENT OF VERBAL TEACHING STRATEGIES, WHICH WERE DESIGNED TO AID PUPILS ATTAIN THE BEHAVIORAL OBJECTIVES DERIVED FROM HEATHER'S PROCESS GOALS--WAS ATTAINED BY REGULAR CLASSROOM TEACHERS WHO WERE STUDENTS IN AN INSERVICE EDUCATION PROGRAM. THE PROGRAM USED WAS THE HARVARD-LEXINGTON PROGRAM CONDUCTED IN ESTABROOK SCHOOL, LEXINGTON, MASSACHUSETTS, IN THE SUMMER OF 1964. PARTICIPANTS WERE SELECTED BY THEIR SCHOOL SYSTEMS TO ATTEND AS INDIVIDUAL OR IN TEAMS FROM THREE TO SIX MEMBERS. THE PROGRAM CONSISTED OF 1 WEEK OF ORIENTATION FOLLOWED BY A 6-WEEK PRACTICUM. SESSIONS WERE 6 TO 8 HOURS PER DAY FOR 7 WEEKS. THE PLANNING SUB-TEAM ORGANIZED THEIR GENERAL OBJECTIVES INCLUDING SPECIFICATION OF SUBJECT-MATTER CONTENT AND ASSOCIATED BEHAVIOR CHANGES FOR

PUPILS DURING THE WEEK PRECEDING THEIR TEACHING WEEK. THE OBSERVING SUB-TEAM HELD ANALYSIS SESSIONS WITH THE TEACHERS FOLLOWING THE OBSERVATIONS. THE TEACHING SUB TEAM WAS RESPONSIBLE FOR INSTRUCTION OF THE PUPILS FOR A WEEK AT A TIME. THE PRACTICUM WAS UNDER THE DIRECTION OF A TEAM LEADER AND AN OBSERVATION TEAM LEADER WITH TWO ASSISTANTS WORKING AS AN INSTRUCTIONAL TEAM TO HELP STUDENTS ATTAIN THE GOALS OF THE PROGRAM. ONE CONCLUSION WAS THAT THE 7-WEEK INSERVICE SESSION POSITIVELY CONTRIBUTED TO THE BETTERMENT OF TEACHER VERBAL BEHAVIORS. (CH)

ORI 5604 ED 042 885
BROWN, WILLIAM J., JR.
THE EFFECT OF IN-SERVICE EDUCATION AND RESOURCE UNIT COMPONENTS ON TEACHER AND STUDENT LEARNING. RESEARCH SERIES IN OCCUPATIONAL EDUCATION NO. 12.

NORTH CAROLINA STATE UNIV., RALEIGH. SCHOOL OF EDUCATION.
NORTH CAROLINA RESEARCH COORDINATING UNIT IN OCCUPATIONAL EDUCATION, RALEIGH.
EDRS PRICE MF-$0.25 HC-$2.00
RESEARCH COORDINATING UNIT IN OCCUPATIONAL EDUCATION, DIVISION OF RESEARCH, STATE DEPARTMENT OF PUBLIC INSTRUCTION, RALEIGH, NORTH C
PUB DATE - 68 38P.

DESCRIPTORS - BIBLIOGRAPHIES; EVALUATION; *INSERVICE TEACHER EDUCATION; *LEARNING EXPERIENCE; RESOURCE MATERIALS; *RESOURCE UNITS; STATISTICAL ANALYSIS; *STUDENT IMPROVEMENT; TABLES (DATA); *TEACHER IMPROVEMENT

ABSTRACT - THIS 2 X 4 FACTORIAL EXPERIMENT INVOLVED 40 HIGH SCHOOL TEACHERS OF VOCATIONAL AGRICULTURE AND THEIR SOPHOMORE STUDENTS. THE PRIMARY PURPOSE WAS TO QUESTION THE EFFECTIVENESS OF PROVIDING INSERVICE TEACHER EDUCATION TO UPGRADE THE SUBJECT MATTER COMPETENCE OF TEACHERS AND FURNISHING THEM WITH RESOURCE UNITS. THE FINDINGS WERE THAT INSERVICE EDUCATION IMPROVED THE SUBJECT MATTER COMPETENCE OF TEACHERS BUT DID NOT HAVE A SIGNIFICANT EFFECT OF STUDENT LEARNING. RESOURCE UNITS WERE FOUND TO BE OF SIGNIFICANT VALUE IN IMPROVING THE SUBJECT MATTER COMPETENCE OF THE TEACHER, BUT HAD LITTLE INFLUENCE ON STUDENT LEARNING. A BIBLIOGRAPHY AND SAMPLE RESOURCE UNIT ARE APPENDED. (BC)

ORI 5605 ED 047 193
CENTANNI, FREDERICK A.
TASK AND SKILL ANALYSIS: A METHODOLOGY OF CURRICULA DEVELOPMENT FOR THE DISADVANTAGED.

SYLVANIA ELECTRONIC SYSTEMS, WALTHAM, MASS.
DOCUMENT NOT AVAILABLE FROM EDRS.
SYLVANIA ELECTRONIC SYSTEMS, 63 SECOND AVENUE, WALTHAM, MASS. 02154
PUB DATE - 70 175P.

DESCRIPTORS - CODIFICATION; CORE CURRICULUM; *CURRICULUM DEVELOPMENT; *DISADVANTAGED GROUPS; ELECTRONICS INDUSTRY; GLOSSARIES; *JOB TRAINING; LABOR MARKET; MANPOWER DEVELOPMENT; MANPOWER NEEDS; OCCUPATIONAL CLUSTERS; PROGRAM PLANNING; *SKILL ANALYSIS; *TASK ANALYSIS
IDENTIFIERS - BOSTON (MASSACHUSETTS)

ABSTRACT - THIS DOCUMENT OUTLINES TRAINING AND EDUCATIONAL PROBLEMS CONFRONTING THE TRAINEE IN PRIVATE BUSINESS AND INDUSTRY AND RECOMMENDS A METHODOLOGY WHICH CAN BE USED TO DEVELOP THE TRAINING/EDUCATIONAL APPROACH. PHASE I IS A LABOR MARKET ANALYSIS, USING BOSTON'S STANDARD METROPOLITAN STATISTICAL AREA AS AN EXAMPLE OF AN AREA AND OF THE KINDS OF DATA COLLECTED AND USED. PHASE II IS TASK AND SKILL ANALYSIS (TASA); THIS COLLECTS INFORMATION ON TRAINING TIME OBJECTIVES, GENERAL EDUCATIONAL DEVELOPMENT REASONING, MATHEMATICS, AND LANGUAGE REQUIREMENTS, TYPES OF OCCUPATIONAL SITUATIONS, SPECIAL TOOLS AND EQUIPMENT, PHYSICAL DEMANDS, APTITUDES, PHYSICAL WORK AREA, AND SKILL COMPLEXITY. PHASE III, CURRICULUM DEVELOPMENT, IS BASED ON THE SYLVANIA TECHNICAL CONCEPT CALLED DELTA (DIRECT EMPLOYMENT FROM LOCAL TRAINING ACTIVITIES), WHICH CONSISTS OF ANALYZING JOB REQUIREMENTS AND DEVELOPING A TRAINING PROGRAM WHILE RECOGNIZING THE COMMONALITY OF INSTRUCTION AND INDIVIDUAL ABILITIES OF THE STUDENTS. THE ELECTRONICS INDUSTRY IS USED AS AN EXAMPLE OF HOW THIS CORE CONCEPT PROGRESSES FROM CONCEPTUAL TO OPERATIONAL STATUS. (APPENDIXES INCLUDE OCCUPATIONAL TITLES AND CODES, THE BOSTON STANDARD METROPOLITAN STATISTICAL AREA, VISUAL AIDS, AND A GLOSSARY OF TERMS. THERE ARE NUMEROUS TABLES AND CHARTS.) (EB)

ORI 5621 ED 003 505
FLANDERS, NED A. , AND OTHERS
HELPING TEACHERS CHANGE THEIR BEHAVIOR.

MICHIGAN UNIV., ANN ARBOR. SCHOOL OF EDUCATION.
EDRS PRICE MF-$0.27 HC-$6.92
56
NDEA-VIIA-033
PUB DATE - APR63 173P.

DESCRIPTORS - AUDIOVISUAL AIDS; BEHAVIOR PATTERNS; FEEDBACK; *FILMSTRIPS; *INSERVICE PROGRAMS; INSERVICE TEACHER EDUCATION; SELF DIRECTED CLASSROOMS; *STUDENT ATTITUDES; TEACHER CHARACTERISTICS; *TEACHER IMPROVEMENT; *TEACHER INFLUENCE; TEACHER PROGRAMS
IDENTIFIERS - ANN ARBOR; *INTERACTION ANALYSIS; MICHIGAN

ABSTRACT - THE OBJECTIVES OF THE STUDY WERE TO--(1) INTRODUCE SOUND FILMSTRIPS AS AUDIOVISUAL AIDS FOR INSERVICE TEACHER TRAINING AND (2) EVALUATE AN INSERVICE PROGRAM IN TERMS OF CHANGES IN SPONTANEOUS TEACHER BEHAVIOR. FIFTY-ONE TEACHERS (DIVIDED INTO TWO GROUPS OF AN INSERVICE TRAINING PROGRAM) WERE OBSERVED IN THE FALL BEFORE PARTICIPATING AND IN THE SPRING AFTER THE PROGRAM. RESULTS SHOWED THAT THE TEACHERS WHO HAD THEIR OWN IDEAS AND COMMENTS INTEGRATED INTO THEIR PROGRAM--(1) ENGAGED IN MORE EXPERIMENTATION AND (2) APPLIED MORE INDIRECT, OR FLEXIBLE, PATTERNS OF TEACHER INFLUENCE IN THEIR CLASSROOMS. BY USING INTERACTION ANALYSIS ON TEACHER ACHIEVEMENT AND ATTITUDE, IT WAS DETERMINED DESIRABLE TO

HAVE A FEEDBACK TO ASSESS THE DEGREE OF TEACHER INFLUENCE. IN ADDITION, THE MOST CONSTRUCTIVE TEACHER INFLUENCE APPEARED WHERE THERE WAS AN OPPORTUNITY FOR INDEPENDENT AND SELF-DIRECTED INQUIRY IN THE CLASSROOM. THE INFLUENCE OF SUCH OTHER FACTORS AS MORALE AND PRESENTATION CONDITIONS PREVENTED EVALUATION OF THE FILMSTRIPS IN ANY ABSOLUTE SENSE. (PM)

ORI 5622 ED 045 573
KHANNA, J. L.
A HUMANISTIC APPROACH TO IN-SERVICE EDUCATION FOR TEACHERS. FINAL EVALUATION REPORT.

PROJECT UPPER CUMBERLAND, LIVINGSTON, TENN.
BUREAU OF ELEMENTARY AND SECONDARY EDUCATION (DHEW/OE), WASHINGTON, D.C.
EDRS PRICE MF-$1.00 HC NOT AVAILABLE FROM EDRS.
PUB DATE - 70 226P.

DESCRIPTORS - GROUP RELATIONS; *HUMAN RELATIONS; *INSERVICE TEACHER EDUCATION; INTERPERSONAL RELATIONSHIP; INTERVIEWS; *SENSITIVITY TRAINING; *STATISTICAL ANALYSIS; SUMMER INSTITUTES; TEACHER ATTITUDES; *TEACHER CHARACTERISTICS; TEACHER WORKSHOPS
IDENTIFIERS - ESEA TITLE III

ABSTRACT - THIS DOCUMENT EVALUATES A HUMAN RELATIONS TRAINING PROGRAM FOR TEACHERS IN THE UPPER CUMBERLAND REGION OF TENNESSEE. THE FIRST PART OF THE PROGRAM, COVERING THE PERIOD FROM THE SUMMER OF 1968 TO JUNE 1969, IS CONSIDERED IN DETAIL IN APPENDIX B. IT INCLUDED A 2-WEEK SUMMER LABORATORY AND 14 SATURDAY MEETINGS FOR 150 PARTICIPANTS. THE SECOND PERIOD, EXTENDING TO JULY 1970, INCLUDED A 3-WEEK PROGRAM INVOLVING 71 TEACHERS WHO GAVE SUBJECTIVE REACTIONS TO THE PROGRAM 3 WEEKS AFTER IT CONCLUDED. FOLLOW-UP INTERVIEWS WITH 19 PARTICIPANTS 6 MONTHS LATER CONFIRMED THAT SIGNIFICANT CHANGES IN SELF-REALIZATION HAD OCCURRED. THE PURPOSE OF THE EVALUATION WAS TO ASSESS THE EFFECTS OF THE TRAINING PROGRAM ON PARTICIPANTS AND USE WAS MADE OF INTERNAL AND EXTERNAL CRITERIA AND MATCHED CONTROL GROUPS. MEASUREMENT WAS BY F SCALE, PERSONAL ORIENTATION INVENTORY, SEMANTIC DIFFERENTIAL, LEARY'S INTERPERSONAL CHECKLIST, THE MOTIVATION ANALYSIS TEST, RYAN'S RATING SCALE, AND THE MICHIGAN PICTURE TEST. THE RESULTS OF THESE TESTS ARE EXAMINED IN DETAIL AND INDICATE THAT THE TEACHERS TAKING PART IN THE PROGRAM BECAME LESS AUTHORITARIAN AND MORE SELF-ACTUALIZED, DEVELOPED GREATER SELF-INSIGHT AND LEADERSHIP SKILLS, AND WERE PERCEIVED MORE POSITIVELY BY THEIR SUPERVISORS AND STUDENTS. NOT AVAILABLE IN HARDCOPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (MBM)

ORI 5623 ED 033 894
HAUBRICH, VERNON
OBSTACLES TO CHANGE: THE WESTCHESTER REPORT. OCCASIONAL PAPER FOUR, THE NDEA NATIONAL INSTITUTE FOR ADVANCED STUDY IN TEACHING DISADVANTAGED YOUTH.

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, WASHINGTON, D.C.
BALL STATE UNIV., MUNCIE, IND.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$0.25
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, 1 DUPONT CIRCLE, WASHINGTON, D.C. 20036 ($0.35 CASH)
PUB DATE - OCT 68 3P.

DESCRIPTORS - DISADVANTAGED YOUTH; *EDUCATIONAL INNOVATION; *INSERVICE TEACHER EDUCATION; *INSTRUCTIONAL STAFF; ORGANIZATIONAL CLIMATE; PARENT SCHOOL RELATIONSHIP; *PRACTICUMS; PROGRAM DESIGN; RESOURCE STAFF ROLE; SUMMER PROGRAMS; TEAM TEACHING

ABSTRACT - A FOLLOW-UP STUDY WAS MADE OF A 1966 SUMMER RETRAINING PROGRAM DESIGNED TO INCREASE THE RANGE OF TEACHER COMPETENCIES IN DEALING WITH DISADVANTAGED YOUTH WITHIN THE CLASSROOM AND TEACHER UNDERSTANDING OF THE CONCERNS OF PARENTS OF DISADVANTAGED YOUTH AS A MAJOR MEANS OF EFFECTING EDUCATIONAL CHANGE. THE 4-WEEK PROGRAM INVOLVED ABOUT 150 TEACHERS AND SUPPORTING PERSONNEL IN GUIDANCE, READING, AND ADMINISTRATION IN A PRACTICUM IN WHICH FOUR 2-MEMBER TEAMS WERE ASSIGNED TO EACH OF 20 CLASSES OF 15-20 STUDENTS. EACH TEAM PLANNED UNITS OF WORK, OBSERVED OTHER TEAMS, TAUGHT, EVALUATED TEACHING, REVIEWED DISPLAY MATERIALS AND MET WITH PARENTS OF CHILDREN. THE FOLLOW-UP CONSISTED OF FOCUSED INTERVIEWS IN NOVEMBER 1966 AND FEBRUARY 1967 WITH A REPRESENTATIVE SAMPLE OF 72 PARTICIPANTS. FINDINGS REVEALED THAT MANY IF NOT ALL OF THE PLANS OF THE SUMMER HAD BEEN FORGOTTEN UNDER THE PRESS OF EVENTS AND THAT FEW CHANGES WERE CARRIED OVER INTO THE REGULAR YEAR BY EITHER TEACHERS OR NONCLASSROOM PERSONNEL. THE INSULARITY OF THE SCHOOL FROM THE HOMES OF DISADVANTAGED YOUTH WAS PARTICULARLY NOTEWORTHY. IMPLICATIONS INCLUDED THESE: SCHOOL STRUCTURE MOLDS THE OUTLOOK OF SCHOOL PERSONNEL WITH REGARD TO TEACHING AND LEARNING AND WITH REGARD TO PROFESSIONAL RELATIONSHIPS--WHICH ARE GOVERNED MORE BY POWER OF HIERARCHY THAN BY FOCUS ON THE TEACHING SITUATION. RETRAINING SHOULD INCLUDE THE REGULAR SCHOOL PROGRAM AND INVOLVE ALL PARTIES TO BE AFFECTED BY PROPOSED CHANGES. (JS)

ORI 5641 ED 022 814
MARTINSON, RUTH; RUTHEMEYER, ROBERT
A REPORT ON RESEARCH AND TEACHER EDUCATION PROJECTS FOR DISADVANTAGED CHILDREN; DESCRIPTION AND PRESENT STATUS OF PROJECTS, 1965-1966.

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO.
EDRS PRICE MF-$0.50 HC-$4.92
PUB DATE - 67 121P.

DESCRIPTORS - ACADEMIC ACHIEVEMENT; DATA; DEMONSTRATION PROGRAMS; *DISADVANTAGED YOUTH; INSERVICE TEACHER EDUCATION; LEARNING DIFFICULTIES; MEASUREMENT INSTRUMENTS; MEXICAN AMERICANS; NEGRO STUDENTS; PRESCHOOL PROGRAMS; *PROGRAM DESCRIPTIONS; PROGRAM EFFECTIVENESS; *RESEARCH PROJECTS; SCHOOL INTEGRATION; SPECIAL EDUCATION; STAFF IMPROVEMENT; STUDENT ADJUSTMENT; *TEACHER EDUCATION; URBAN RENEWAL
IDENTIFIERS - CALIFORNIA

ABSTRACT - THIS REPORT CONTAINS DESCRIPTIONS OF NINE TEACHER EDUCATION PROJECTS AND FIVE RESEARCH AND PLANNING PROJECTS. THE FOURTEEN PROJECTS WERE CONDUCTED BETWEEN FEBRUARY AND AUGUST OF 1966 IN 26 CALIFORNIA SCHOOL DISTRICTS. PERSONNEL IN FIVE CALIFORNIA STATE COLLEGES AND THREE BRANCHES OF THE UNIVERSITY OF CALIFORNIA WERE INVOLVED IN THE PROJECTS. THE RESEARCH PROJECTS STUDIES (1) THE IMPACT OF THREE PRESCHOOL PROGRAMS ON THE CONCEPTUAL SKILLS AND SELF-RELIANCE OF DISADVANTAGED AND NONDISADVANTAGED CHILDREN, (2) WAYS TO REMEDY THE LEARNING DISABILITIES OF DISADVANTAGED YOUTH, (3) STUDENT ADJUSTMENT AND ACHIEVEMENT IN DESEGREGATED SCHOOLS, (4) COMPARATIVE DATA FROM SCHOOLS IN PREDOMINANTLY NEGRO, MEXICAN-AMERICAN, AND PRIVILEGED AREAS OF LOS ANGELES, AND (5) A PROBLEM IN URBAN RENEWAL IN OAKLAND. PROJECT DESCRIPTIONS INCLUDE INFORMATION ON MAJOR CONTRIBUTIONS AND FINDINGS AND ON THE STATUS OF CONTINUING ACTIVITIES. MATERIALS AVAILABLE FOR DISSEMINATION AND EXCHANGE ARE LISTED FOR EACH PROJECT. (LB)

ORI 5661 ED 042 259
CHUNG, KI-SUCK
TEACHER-CENTERED MANAGEMENT STYLE OF PUBLIC SCHOOL PRINCIPALS AND JOB SATISFACTION OF TEACHERS.

EDRS PRICE MF-$0.25 HC-$1.30
PUB DATE - MAR 70 24P.PAPER PRESENTED AT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (MINNEAPOLIS, MINNESOTA, MARCH 2-6, 1970)

DESCRIPTORS - *JOB SATISFACTION; *LEADERSHIP STYLES; *MANAGEMENT; ORGANIZATION; PARTICIPANT INVOLVEMENT; *PRINCIPALS; PROFESSIONAL RECOGNITION; PUBLIC SCHOOLS; SOCIAL SYSTEMS; *TEACHER ADMINISTRATOR RELATIONSHIP; TEACHER SUPERVISION

ABSTRACT - A CONCEPT OF TEACHER-CENTERED MANAGEMENT WAS PROPOSED AS A STYLE OF LEADERSHIP BEHAVIOR FOR SCHOOL ADMINISTRATORS TO REDUCE THE INCOMPATIBILITY BETWEEN SOCIAL/PSYCHOLOGICAL NEEDS OF TEACHERS AND MONOCRATIC/BUREAUCRATIC MANAGEMENT PATTERNS IN EDUCATIONAL ORGANIZATIONS. DATA OBTAINED FROM SELF-REPORT QUESTIONNAIRES DISTRIBUTED TO TEACHERS IN 21 PUBLIC SCHOOLS IN SOUTHEASTERN MICHIGAN DEMONSTRATED THAT A HIGH TEACHER-CENTERED MANAGEMENT STYLE OF LEADERSHIP BEHAVIOR BY PUBLIC SCHOOL PRINCIPALS--AS PERCEIVED BY TEACHERS--AND HIGH JOB SATISFACTION OF TEACHERS ARE SIGNIFICANTLY RELATED. TEACHER-CENTERED ADMINISTRATIVE MANAGEMENT STYLE IS CHARACTERIZED BY TEACHERS AS (1) MUCH SHARING IN DECISION MAKING, (2) LESS CLOSE TEACHER SUPERVISION, (3) HIGH ADMINISTRATIVE SUPPORT OF TEACHERS' PROFESSIONAL GROWTH, (4) STRONG PERSONAL RELATIONSHIPS, AND (5) ACCESSIBLE RELATIONSHIPS. THE CONCEPT IS SUPPORTED AS A USEFUL APPROACH TO IMPROVING INTERPERSONAL RELATIONSHIPS IN EDUCATIONAL ORGANIZATIONS. (AUTHOR)

ORI 5662 ED 011 022
TANNENBAUM, ABRAHAM J.
CURRICULUM DEVELOPMENT AND TEACHER TRAINING FOR DISADVANTAGED PUPILS IN SPECIAL CLASSES (CAREER GUIDANCE) IN REGULAR JUNIOR HIGH SCHOOL.

CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.
EDRS PRICE MF-$0.18 HC-$2.72
PUB DATE - 30SEP66 68P.

DESCRIPTORS - *CURRICULUM DEVELOPMENT; DISADVANTAGED GROUPS; *EVALUATION; *GUIDANCE; INSERVICE TEACHER EDUCATION; INSTRUCTIONAL MATERIALS; INTERVIEWS; JUNIOR HIGH SCHOOLS; PLANNING; *POTENTIAL DROPOUTS; QUESTIONNAIRES; STATISTICAL DATA; STUDENT NEEDS; SUPERVISORS; *TEACHER EDUCATION
IDENTIFIERS - ESEA TITLE I PROJECT; NEW YORK CITY

ABSTRACT - TWO PROJECTS INITIATED BY THE NEW YORK CITY BOARD OF EDUCATION TO IMPROVE A CAREER GUIDANCE PROGRAM FOR EIGHTH- AND NINTH-GRADE STUDENTS WERE EVALUATED. NEW CURRICULUMS FOR THE CLASSES WERE CREATED AND FOUR TEACHER TRAINING SESSIONS ON THEIR USE WERE GIVEN. THE EVALUATORS ASSESSED THE ACHIEVEMENT OF THE BOARD'S GOALS THROUGH QUESTIONNAIRES, INTERVIEWS, AND OBSERVATION, BUT WERE GREATLY HANDICAPPED BY THE UNAVAILABILITY OF THE CURRICULUM GUIDES, BY THE LESS THAN 40 PERCENT RESPONSE TO THE QUESTIONNAIRES, AND BY GREAT TIME PRESSURES. RECOMMENDATIONS WERE MADE THAT (1) THE INSERVICE TEACHING PROGRAM BE GIVEN AT THE BEGINNING OF THE SCHOOL YEAR USING THE ACTUAL PROPOSED MATERIAL, (2) TEACHERS BE PREPARED IN VARIOUS SPECIALIZED SUBJECTS AND TRAINED BY THOSE INVOLVED IN PREPARING THE NEW CURRICULUMS, AND (3) MORE TIME BE GIVEN TO THE INSERVICE TRAINING. THE MATERIALS WHICH THE EVALUATORS EVENTUALLY SAW WERE NEITHER NEW NOR CONSISTENT WITH A CLEAR GOAL FOR CAREER GUIDANCE CLASS PUPILS NOR VALUABLE TO THE TEACHERS. IT WAS QUESTIONED WHETHER EITHER PHASE OF THE PROGRAM MERITED FEDERAL FUNDING. (NH)

ORI 5666
SHANK, PAUL C.; MCELROY, WAYNE
THE PARAPROFESSIONALS OR TEACHER AIDES; SELECTION, PREPARATION, AND ASSIGNMENT.

PUB DATE - 70 80P.PENDALL PUBLISHING COMPANY, MIDLAND MICHIGAN

DESCRIPTORS - *PARAPROFESSIONAL SCHOOL PERSONNEL; INSERVICE EDUCATION; *RECRUITMENT; INSERVICE PROGRAMS; *TEACHER AIDES; SCHOOL AIDES; PERSONNEL SELECTION

ABSTRACT - THIS HANDBOOK HAS BEEN DESIGNED SPECIFICALLY TO AID TEACHERS AND ADMINISTRATORS IN HIRING AND PLACING PARAPROFESSIONAL PERSONNEL. THE HANDBOOK HAS A THREE-FOLD PURPOSE: (1) TO PROVIDE TEACHERS AND SCHOOL ADMINISTRATORS WITH A GUIDE FOR THE SELECTION, PREPARATION, AND ASSIGNMENT OF TEACHER AIDES, (2) TO SET FORTH SOME PRACTICAL INFORMATION FOR TEACHER AIDES, AND (3) TO PRESENT LESSONS OF PROVEN WORTH AND THREE METHODS OF ORGANIZATION FOR THE TEACHING OF THESE LESSONS. INSTRUCTIONAL PROGRAMS FOR TEACHER AIDES MAY BE OFFERED BY PERSONNEL WITHIN THE SCHOOL DISTRICT, A

COLLEGE, AN ADULT EDUCATION PROGRAM, OR A 2-YEAR COLLEGE TERMINAL PROGRAM. THE HANDBOOK CAN SERVE AS A GUIDE FOR PERSONNEL DIRECTORS CHARGED WITH THE RESPONSIBILITY OF INITIAL ACQUISITIONS AND UPGRADING OF PARAPROFESSIONAL PERSONNEL. (CH)

ORI 5667
MCCORMACK, DOROTHY LOUISE
THE ROLE PERFORMANCE OF A DIRECTOR OF A CURRICULUM INNOVATION PROJECT: A CASE STUDY.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (ORDER NO. 70-12,562, MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 173P.ED.D. DISSERTATION, COLUMBIA UNIV.

DESCRIPTORS - *CURRICULUM DEVELOPMENT; *RESEARCH DIRECTORS; EDUCATIONAL RESEARCHERS; RESEARCH TOOLS; *RESEARCH PROJECTS; *CASE STUDIES; ROLE THEORY; *ROLE PERCEPTION; SUPERVISORY ACTIVITIES; INDIVIDUAL ACTIVITIES; PERFORMANCE FACTORS

ABSTRACT - THE ROLE PERFORMANCE OF A PROJECT DIRECTOR IN A LARGE CITY SCHOOL SYSTEM, WAS DESCRIBED BY SELECTED MEMBERS OF HIS ROLE SET: PRINCIPALS, SUPERVISORS, TEACHERS, AND THE PROJECT DIRECTOR HIMSELF. THE PROJECT AIMED AT IMPROVING THE LANGUAGE ARTS SKILLS OF CHILDREN IN GRADES K-3 OF SELECTED INNER CITY SCHOOLS, WAS ONE OF A NUMBER OF COMPENSATORY EDUCATION PROGRAMS FUNDED BY THE FORD FOUNDATION GREAT CITIES SCHOOL IMPROVEMENT PROGRAM. THE STUDY WAS DESIGNED TO USE THE CONCEPTUAL TOOLS PROVIDED BY ROLE THEORY TO EXAMINE A PARTICULAR ROLE PERFORMANCE. THE PRIMARY DATA FOR THE STUDY WERE, WRITTEN RECORDS OF INTERVIEWS WITH THE PROJECT DIRECTOR AND SELECTED MEMBERS OF HIS ROLE SET. THE MAIN ACTIVITY OF THE ROLE PERFORMANCE OF THE PROJECT DIRECTOR, VIEWED IN RELATION TO THE DETERMINERS OF CURRICULAR CHANGE, WAS THE SELECTION AND INSERVICE EDUCATION OF THE TEACHERS OF THE LANGUAGE ARTS PROJECT. THE OTHER DETERMINERS WHICH IDENTIFIED FOCAL POINTS OF HIS ROLE PERFORMANCE WERE: MATERIALS, METHODS, SUBJECT MATTER, AND TIME, IN THAT ORDER OF IMPORTANCE. THE ORGANIZATIONAL ACTIVITIES WHICH SEEMED TO RECEIVE THE MOST EMPHASIS IN THE ROLE PERFORMANCE OF THE PROJECT DIRECTOR WERE THOSE LISTED UNDER CONTROL ACTIVITIES: COMMUNICATION, MOTIVATION, DIRECTION, AND EVALUATION ACTIVITIES. (AUTHOR/CH)

ORI 5681
BUTTS, DAVID P.; RAUN, CHESTER E.
A STUDY OF TEACHER CHANGE.

TEXAS UNIV., AUSTIN. RESEARCH AND DEVELOPMENT CENTER FOR TEACHER EDUCATION.

REPORT SERIES NO.5
PUB DATE - 68 19P.PAPER PRESENTED AT THE UNIVERSITY OF TEXAS, AUSTIN, MAY 22, 1968

DESCRIPTORS - *CHANGING ATTITUDES; BEHAVIOR CHANGE; METHODS COURSES; SCIENCE CURRICULUM; SCIENCE COURSE IMPROVEMENT PROJECT; *EDUCATIONAL INNOVATION; INDIVIDUAL CHARACTERISTICS; TEACHER CHARACTERISTICS; *TEACHER BACKGROUND; *TEACHER EXPERIENCE; SCIENCE EDUCATION; RELEVANCE (EDUCATION); TEACHER EDUCATION; EDUCATIONAL PROGRAMS; *TEACHER ATTITUDES; TEACHER PROGRAMS; INSERVICE PROGRAMS

ABSTRACT - THE STUDY DEALT WITH THE BACKGROUND CHARACTERISTICS OF THE TEACHER WHO WILL CHANGE THE MOST IN THE PERCEPTION AND PRACTICE OF INNOVATION AS A RESULT OF A TEACHER EDUCATION PROGRAM. ANALYSIS OF RELATED RESEARCH INDICATED THAT RELEVANT DIMENSIONS INCLUDED COMPETENCIES IN SCIENCE, PREVIOUS TEACHING EXPERIENCE, PREVIOUS FORMAL COURSE WORK IN SCIENCE, AND RELEVANCE OF THE TEACHER EDUCATION PROGRAM TO CLASSROOM PRACTICE. THE STUDY SHOWS THAT GREATER CHANGE CAN BE EXPECTED WITH TEACHERS HAVING A NUMBER OF YEARS OF EXPERIENCE. A TEACHER'S COMPETENCY IN SCIENCE AFFECTS CHANGE IN HIS PRACTICE OF A CURRICULUM INNOVATION. THE FACT THAT A CHANGE IN PRACTICE OCCURS EVEN THOUGH NOT RELATED TO GRADE LEVEL OR PREVIOUS EXPERIENCE SUGGESTS THAT THE TEACHER EDUCATION PROGRAM IS DIRECTED TOWARD A DIMENSION OF TEACHING THAT WAS NOT PART OF THE TEACHER'S PREVIOUS FRAME OF REFERENCE. (CH)

ORI 5683 ED 021 806
BUTTS, DAVID P.; RAUN, CHESTER E.
A STUDY IN TEACHER ATTITUDE CHANGE.

TEXAS UNIV., AUSTIN. SCIENCE EDUCATION CENTER.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$0.25 HC-$0.60
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SIP-RR-2 BR-5-0249
PUB DATE - 67 13P.

DESCRIPTORS - *CHANGING ATTITUDES; CURRICULUM PROBLEMS; *ELEMENTARY SCHOOL TEACHERS; *INSERVICE TEACHER EDUCATION; *SCIENCE CURRICULUM; *TEACHER ATTITUDES
IDENTIFIERS - SCIENCE--A PROCESS APPROACH; SEMANTIC DIFFERENTIAL

ABSTRACT - SINCE TEACHER ATTITUDE IS AN IMPORTANT FACTOR IN IMPLEMENTING CURRICULUM CHANGE, TEACHER EDUCATION PROGRAMS ARE DESIGNED TO COMMUNICATE THE SPIRIT AND PHILOSOPHY OF NEW CURRICULUM PROGRAMS. THIS STUDY ATTEMPTED TO DETERMINE WHICH FACTORS CONTRIBUTE MOST TO TEACHER ATTITUDINAL CHANGE. SIXTY ELEMENTARY SCHOOL TEACHERS FROM 7 ADJOINING TEXAS SCHOOL DISTRICTS PARTICIPATED IN A NEW CURRICULUM, "SCIENCE--A PROCESS APPROACH," DEVELOPED BY THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. ALL 60 USED THE INNOVATION IN THEIR CLASSROOMS AS PART OF THE TEACHER EDUCATION PROGRAM. TO MEASURE TEACHERS' ATTITUDES THE SEMANTIC DIFFERENTIAL WAS USED FOR PRE- AND POSTTESTING WITH MULTI-LINEAR REGRESSION YIELDING 36 CRITERION VARIABLES. PREDICTOR VARIABLES USED WERE PREVIOUS COURSE HOURS IN SCIENCE, YEARS OF TEACHING EXPERIENCE, GRADE LEVEL TAUGHT, AND SCHOOL LOCATION; EACH WAS ASSESSED BY ANALYSIS OF CONVARIANCE WHICH HELD THE OTHER 3 CONSTANT. IT WAS CONCLUDED THAT TEACHERS' ATTITUDES DO CHANGE WHEN THEY

ARE INVOLVED IN A TEACHER EDUCATION PROGRAM TO INCREASE COMPETENCE IN THE PROCESSES OF SCIENCE. RESULTS INDICATE THAT GRADE LEVEL IS A RELEVANT CONTRIBUTOR TO A POSITIVE CHANGE IN THE ATTITUDE OF PRIMARY LEVEL TEACHERS. BUT NOT FOR THOSE AT THE INTERMEDIATE LEVEL. TEACHERS WITH FEW OR NO PREVIOUS COURSE HOURS IN SCIENCE ALSO DEVELOPED MORE POSITIVE ATTITUDES TOWARD BOTH SCIENCE AND THEIR TEACHING. BUT PREVIOUS TEACHING EXPERIENCE AND SCHOOL LOCATION APPEAR UNRELATED TO ATTITUDE CHANGE. FIVE REFERENCES ARE CITED. (JS)

ORI 5684
HAMACHEK, DON
CHARACTERISTICS OF GOOD TEACHERS AND IMPLICATIONS FOR TEACHER EDUCATION.

PHI DELTA KAPPAN; V50 N6., PP 341-345 FEB 1969
PUB DATE - ND

DESCRIPTORS - *PROFESSIONAL TRAINING; EDUCATIONAL DEVELOPMENT; *EDUCATIONAL STRATEGIES; *EFFECTIVE TEACHING; *TEACHER CHARACTERISTICS; *TEACHER EDUCATION

ABSTRACT - THE ARTICLE INCLUDES SUMMATIONS OF SEVERAL RESEARCH PURSUITS TO INVESTIGATE TEACHER EFFECTIVENESS. THE EVIDENCE IS QUITE CLEAR THAT, ON THE BASIS OF PERSONAL CHARACTERISTICS, EFFECTIVE TEACHERS APPEAR TO BE THOSE WHO ARE FAIR, EMPATHETIC, MORE DEMOCRATIC THAN AUTOCRATIC, AND APPARENTLY ARE MORE ABLE TO RELATE EASILY AND NATURALLY TO STUDENTS ON EITHER A ONE-TO-ONE OR A GROUP BASIS. THEIR CLASSROOMS SEEM TO REFLECT MINIATURE ENTERPRISE OPERATIONS IN THE SENSE THAT THEY ARE MORE OPEN, SPONTANEOUS, AND ADAPTABLE TO CHANGE. FOUR BASIC IMPLICATIONS FOR TEACHER EDUCATION INCLUDE: (1) GOOD TEACHERS ARE GOOD BECAUSE THEY VIEW TEACHING AS PRIMARILY A HUMAN PROCESS INVOLVING HUMAN RELATIONSHIPS AND HUMAN MEANINGS, (2) WE SHOULD PROVIDE MORE OPPORTUNITIES FOR TEACHER CANDIDATES TO ACQUIRE MORE POSITIVE SELF-OTHER EVALUATIONS, (3) IF THE TEACHERS ARE WELL INFORMED, WE CAN RELAX EFFORTS TO PROVIDE EXTENSIVE INTELLECTUAL BACKGROUNDS AND (4) WE MUST PROVIDE STUDENTS WITH REALISTIC COMMUNICATION SKILL DEVELOPMENT EXPERIENCES. (CH)

ORI 5701 ED 017 341
FRAZIER, ALEXANDER, ED.
THE NEW ELEMENTARY SCHOOL.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, WASHINGTON, D.C.
NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C. DEPT. OF ELEMENTARY SCHOOL PRINCIPALS.
EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS.
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DESCRIPTORS - COMPREHENSION; CONCEPT FORMATION; CORE CURRICULUM; CULTURAL DISADVANTAGEMENT; *CURRICULUM DESIGN; CURRICULUM DEVELOPMENT; *EDUCATIONAL TRENDS; *ELEMENTARY SCHOOLS; ELEMENTARY SCHOOL TEACHERS; FAMILY INFLUENCE; INSERVICE EDUCATION; LANGUAGE DEVELOPMENT; LANGUAGE USAGE; MIDDLE SCHOOLS; PSYCHOLINGUISTICS; *SCHOOL ORGANIZATION; SOCIAL STUDIES; STUDENT TEACHER RATIO; *TEACHER CHARACTERISTICS; TEACHER ROLE; TEACHING MODELS; UNGRADED SCHOOLS

ABSTRACT - THE 8 PAPERS OF THIS BOOKLET DEAL WITH VARIOUS ASPECTS OF THE NEW ELEMENTARY SCHOOLS. THE INTRODUCTION SINGLES OUT, AS MAJOR AREAS OF CONCERN, (1) THE NEW STRESS ON THE EDUCATION OF YOUNGER CHILDREN, (2) NEW EVALUATIONS OF ADULT-CHILD RATIOS FOR SCHOOLS, (3) NEW ORGANIZATIONAL PATTERNS FOR SCHOOLS, (4) CHANGES IN TEACHER FUNCTIONS, AND (5) CURRICULUM REDEVELOPMENT. THE FIRST 3 PAPERS DEAL WITH NEW KNOWLEDGE ABOUT CHILDREN, THE FIRST WITH THE PSYCHOLOGY OF UNDERSTANDING, THE SECOND WITH THE EFFECTS OF HOME AND FAMILY ON CONCEPTUAL DEVELOPMENT, AND THE THIRD WITH THE ACQUISITION OF LANGUAGE. THE SECOND GROUP OF 3 PAPERS IS CONCERNED WITH NEW APPROACHES TO ORGANIZATION AND STAFFING. THE FIRST DISCUSSES NEW ORGANIZATIONAL PATTERNS, WITH PARTICULAR ATTENTION TO THE "MIDDLE SCHOOL" PROPOSAL. THE SECOND SURVEYS THE STATUS OF IN-SERVICE EDUCATION FOR ELEMENTARY TEACHERS. THE THIRD SUGGESTS NEW MODELS FOR THE ELEMENTARY TEACHER AND CONSIDERS THE KNOWLEDGE NECESSARY FOR EACH. THE LAST 2 PAPERS COVER CURRICULUM CONTENT AND CURRICULUM DESIGN. THE FIRST REVIEWS AN EXAMPLE OF SOCIAL STUDIES IN THE ELEMENTARY SCHOOL, AND THE SECOND DISCUSSES THE BASIC ASSUMPTIONS AND CONTENT PRIORITIES OF THE NEW CURRICULUM DESIGNS. THIS DOCUMENT IS AVAILABLE FROM ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C 20036 FOR $2.50. (DR)

ORI 5702 ED 002 866
FLANDERS, NED A.
TEACHER INFLUENCE, PUPIL ATTITUDES, AND ACHIEVEMENT.

MINNESOTA UNIV., MINNEAPOLIS.
EDRS PRICE MF-$0.36 HC-$10.36
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CRP-397
PUB DATE - 30NOV60 259P.

DESCRIPTORS - *ACADEMIC ACHIEVEMENT; JUNIOR HIGH SCHOOLS; LABORATORY EXPERIMENTS; *LEARNING PROCESSES; STUDENT ATTITUDES; TEACHER CHARACTERISTICS; TEACHER EVALUATION; *TEACHER ROLE; *TEACHING METHODS
IDENTIFIERS - MINNEAPOLIS; MINNESOTA; NEW ZEALAND

ABSTRACT - THE SPONTANEOUS BEHAVIOR OF A TEACHER AND HOW THIS BEHAVIOR AFFECTS LEARNING IN THE CLASSROOM WERE INVESTIGATED. INDEPENDENT VARIABLES IN THE STUDY WERE DIRECT TEACHER INFLUENCE, AND THE NATURE OF THE SPECIFIC LEARNING TASK. THE DEPENDENT VARIABLES WERE THE ACTUAL MEASURES OF LEARNING, INCLUDING AWARENESS OF FACTS, APPLICATION OF PRINCIPLES TO PROBLEM SOLVING, AND INTERPRETATION OF NEW DATA. PRETESTS, POST-TESTS, AND DELAYED-RECALL TESTS WERE ADMINISTERED, AND RESULTS WERE ANALYZED SEPARATELY FOR GIFTED, AVERAGE, AND SLOW STUDENTS, AND FOR STUDENTS SCORING HIGH OR

LOW ON A PERSONALITY SCALE OF DEPENDENCE-INDEPENDENCE PRONENESS. SAMPLES WERE DRAWN FROM SEVENTH- AND EIGHTH-GRADE CLASSES. THE FIRST YEAR OF THE STUDY CONSISTED OF LABORATORY EXPERIMENTS, WITH 560 STUDENTS IN GEOMETRY AND 480 IN SOCIAL STUDIES, AND TESTING TEACHER INFLUENCE AND STUDENT DEPENDENCE-INDEPENDENCE. FIELD STUDIES WERE CONDUCTED DURING THE SECOND YEAR, TESTING THE EFFECTS OF TEACHER INFLUENCE IN 37 SOCIAL STUDIES AND 38 MATHEMATICS CLASSROOM SITUATIONS. TWO HYPOTHESES GENERALLY SUBSTANTIATED IN THE PROJECT RESULTS WERE THAT DIRECT TEACHER INFLUENCE INCREASES LEARNING WHEN STUDENT PERCEPTION OF A SPECIFIC GOAL IS CLEAR AND ACCEPTABLE, AND THAT INDIRECT TEACHER INFLUENCE INCREASES LEARNING WHEN STUDENT PERCEPTION OF A SPECIFIC GOAL IS CONFUSED AND AMBIGUOUS. RESEARCH IMPLICATIONS WERE PROVIDED FOR CLASSROOM TEACHERS, PRESERVICE AND INSERVICE EDUCATIONAL METHODS, MERIT PAY PROGRAMS FOR EDUCATORS, AND FURTHER STUDENT-TEACHER INTERACTION ANALYSIS. (JH)

ORI 5721 ED 046 886
RUBECK, ROBERT F., AND OTHERS
A GUIDE FOR URBAN-TEACHER DEVELOPMENT. FINAL REPORT.

BATTELLE MEMORIAL INST., COLUMBUS, OHIO. COLUMBUS LABS.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.65 HC-$9.87
OEC-0-70-3292(508) 24
BR-0-0383
PUB DATE - NOV 70 243P.

DESCRIPTORS - BEHAVIORAL OBJECTIVES; CULTURALLY DISADVANTAGED; DISADVANTAGED YOUTH; *PROGRAM PLANNING; QUESTIONNAIRES; *TEACHER EDUCATION; *TEACHER EDUCATION CURRICULUM; *TEACHER EDUCATORS; *URBAN TEACHING
IDENTIFIERS - URBAN TEACHER DEVELOPMENT QUESTIONNAIRE

ABSTRACT - THIS GUIDE IS INTENDED TO SERVE THE INFORMATION NEEDS OF THE TEACHER-DEVELOPMENT DECISION MAKER, THAT IS, OF THE TEACHER EDUCATOR WITH SPECIAL REFERENCE TO URBAN SCHOOLS. IT IS PRESENTED AS A SYNTHESIS OF INFORMATION FROM A VARIETY OF SOURCES AND IS DIVIDED INTO FOUR SECTIONS, EACH A SUBDIVISION OF THE MAIN SUBJECT--TEACHER DEVELOPMENT: 1) ITS AIMS AND GOALS, 2) ITS ROLE AND FUNCTION, 3) ITS PROGRAM, 4) ITS RESOURCES. EACH SECTION CONTAINS CONTENT AND ACTIVITIES DESIGNED TO HELP THE USER ACTIVELY PLAN HIS TEACHER-DEVELOPMENT PROGRAMS; THE CURRENT PRINCIPLES AND PRACTICES ARE OUTLINED, FOLLOWED BY A DESCRIPTION OF MORE DESIRABLE PRINCIPLES AND PRACTICES. THE USER IS THEN INTRODUCED TO ACTIVITIES DESIGNED TO HELP HIM MEASURE HIS LOCAL CONDITIONS, AND THESE MEASUREMENTS AND THE RESULTING JUDGMENTS ARE USED IN PLANNING HIS PROGRAM. THE FOLLOWING APPENDIXES ARE INCLUDED: 1) THE URBAN TEACHER DEVELOPMENT QUESTIONNAIRE, WITH AN EXPLANATION OF ITS DEVELOPMENT, METHODOLOGY, AND CONTENT, 2) A REVIEW OF THE LITERATURE, AN ANNOTATED BIBLIOGRAPHY OF 202 ITEMS, 3) ADVISORY CONFERENCES, 4) VISITS TO ONGOING PROJECTS, 5) LETTER REQUESTS, 6) TECHNIQUES FOR THE REVIEW OF THE LITERATURE, GIVING PRINCIPAL SOURCES OF INFORMATION, AND 7) USE OF THE CONSULTANT, A CHECKLIST. (MBM)

ORI 5722
HAMMOND, DAVID LEE
A STUDY OF DYNAMIC VISUAL ACUITY AND MOTOR SKILL RELATIONSHIPS USING CERTAIN PROJECTED MEDIA.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 70 DISSERTATION, UNIVERSITY OF SOUTHERN CALIFORNIA

DESCRIPTORS - *VISUAL ACUITY; *PHYSICAL EDUCATION; VISUAL LEARNING; *TACHISTOSCOPES; *PICTORIAL STIMULI; FILMS; *PSYCHOMOTOR SKILLS

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO DETERMINE THE EXTENT TO WHICH MOTION PICTURE AND TACHISTOSCOPICALLY PRESENTED VISUAL TRAINING MATERIALS WOULD IMPROVE BASEBALL BATTING SKILLS WHEN USED WITH OR WITHOUT PRACTICE. ONE HUNDRED AND FORTY-ONE STUDENTS PARTICIPATED IN THIS STUDY AND WERE RANDOMLY ASSIGNED TO ONE OF EIGHT GROUPS. THE GROUPS IN THE STUDY RECEIVED THE FOLLOWING TREATMENTS: (1) MOTION PICTURE AND TACHISTOSCOPIC VISUAL TRAINING, AND BATTING PRACTICE, (2) MOTION PICTURE VISUAL TRAINING AND BATTING PRACTICE, (3) TACHISTOSCOPIC VISUAL TRAINING AND BATTING PRACTICE, (4) BATTING PRACTICE. THE STUDY WAS CONDUCTED OVER A PERIOD OF 8 WEEKS. THE FINDINGS INDICATED THAT ONLY THE TACHISTOSCOPIC VARIABLE PRODUCED AN INFLUENCE UPON THE FILM AND TACHISTOSCOPIC POST TEST RESULTS. ALL OTHER VARIABLES AND THEIR INTERACTION FAILED TO INFLUENCE POST TESTS. THE BATTING TEST WAS NOT INFLUENCED BY A SINGLE VARIABLE OR ITS INTERACTION. CORRELATIONS WITH EXPERIENCE AND INTEREST INDICATED THAT THOSE INDIVIDUALS WITH THE MOST EXPERIENCE AND INTEREST TENDED TO SCORE HIGHEST ON THE BATTING TEST. THERE WAS NO SIGNIFICANT CORRELATION WITH THE VISUAL TESTS. VISUAL TRAINING OF THE TYPE CONDUCTED IN THIS STUDY DOES NOT APPEAR TO PRODUCE WORTHWHILE GAINS IN MOTOR SKILLS. (CH)

ORI 5723
GILLESPIE, PERRY STEVENS
A MODEL FOR THE DESIGN OF ACADEMIC GAMES.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 70 DISSERTATION, CLAREMONT GRADUATE SCHOOL AND UNIVERSITY CENTER

DESCRIPTORS - *EDUCATIONAL GAMES; *CLASSROOM GAMES; *TEACHING MODELS; ELEMENTARY EDUCATION; SECONDARY EDUCATION; DESIGN; *DESIGN NEEDS

ABSTRACT - THE INCREASING USE OF ACADEMIC GAMES AT ALL LEVELS OF EDUCATION HAS RESULTED

IN A DEMAND FOR NEW GAMES AND FOR IDEAS ABOUT HOW TO REVISE OLD ONES. THE PURPOSE OF THIS DISSERTATION WAS TO FORMULATE SUCH A MODEL. FIRST, A STRUCTURAL-FUNCTIONAL ANALYSIS WAS UTILIZED TO IDENTIFY THE STRUCTURAL AND FUNCTIONAL COMPONENTS OF GAMES. THIS APPROACH SUGGESTED FOUR QUESTIONS TO ASK: (1) HOW IS THE GAME WORLD ESTABLISHED AND MAINTAINED, (2) WHAT PARAMETERS GOVERN ITS INTERNAL STRUCTURE, (3) WHAT RULES REGULATE PROCEDURAL OPERATIONS, AND (4) WHAT FUNCTIONS DO GAMES PERFORM? A DESIGN MODEL WAS FORMULATED BASED UPON THE STRUCTURAL AND FUNCTIONAL PROPERTIES OF GAMES. SIX STEPS ORDER THE MODEL: (1) DETERMINE THE AGE GROUP OF THE INTENDED PLAYERS, (2) DETERMINE THE PRIMARY FUNCTION OF THE GAME, (3) ESTABLISH THE CONTEXT OF THE GAME, (4) FORMULATE ITS INTERNAL STRUCTURE, (5) DETERMINE THE PROCEDURAL ROLES NEEDED TO GOVERN ITS OPERATION, AND (6) WRITE THE INSTRUCTIONS NECESSARY TO ADMINISTER IT. THE STEPS ARE USED BY A SERIES OF SUCCESSIVE APPROXIMATIONS, REPEATING THE STEPS UNTIL THE GAME IS CLEARLY DEFINED. EXAMPLES SELECTED FROM EXISTING GAMES ILLUSTRATE THE CONSTRAINTS IMPOSED UPON GAMES BY TWO AGE GROUPS--A SEVEN TO 12 AGE GROUP AND A POST-12 AGE GROUP. (CH)

ORI 5724
LIAO, ROBERT CHAO-LSUING
A COMPARATIVE STUDY OF THE EFFECTIVENESS OF 8 MILLIMETER SILENT AND SOUND SINGLE-CONCEPT FILMS AS SELF-INSTRUCTIONAL DEVICES FOR TEACHING AUDIO-VISUAL MACHINE OPERATION.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 ED.D. DISSERTATION, BOSTON UNIVERSITY

DESCRIPTORS - *AUDIOVISUAL AIDS; FILM PRODUCTION; *SINGLE CONCEPT FILMS; *SOUND FILMS; *INDIVIDUAL STUDY; *INSTRUCTIONAL FILMS; AUDIOVISUAL COMMUNICATION
IDENTIFIERS - CUE SUMMATION THEORY

ABSTRACT - THE MAIN OBJECTIVE OF THIS STUDY WAS TO EXAMINE THE RELATIVE EFFECTIVENESS OF SILENT AND SOUND 8MM SINGLE-CONCEPT FILMS AS SELF-INSTRUCTIONAL PROGRAMS FOR TEACHING THE SKILLS OF AUDIO-VISUAL MACHINE OPERATION. BOTH 8MM AND 16MM FILMS WERE PRODUCED, WITH THE CONTEXT AND THE LENGTH OF THE SILENT AND SOUND FILMS FOR THE SAME SUBJECT BEING IDENTICAL. EIGHTY UNDERGRADUATE STUDENTS AT THE SCHOOL OF EDUCATION, BOSTON UNIVERSITY, PARTICIPATED IN THE EXPERIMENT. A THREE-WAY ANALYSIS OF VARIANCE SHOWED THAT: (1) THERE WAS A SIGNIFICANT DIFFERENCE IN THE PERFORMANCE SCORE BETWEEN THE GROUP TAUGHT BY THE SILENT 8MM SINGLE-CONCEPT FILM AND THE GROUP TAUGHT BY THE SOUND 8MM SINGLE-CONCEPT FILM, AT THE .001 LEVEL, IN THE POSITIVE DIRECTION FOR THE SOUND FILM, (2) THERE WAS NO SIGNIFICANT DIFFERENCE BETWEEN THE GROUP USING THE TAPE RECORDER AND THE GROUP USING THE 16MM MOTION PICTURE PROJECTOR, (3) THERE WERE NO SIGNIFICANT DIFFERENCES IN THE PERFORMANCE SCORES AMONG THE LESS FREQUENT, MODERATE, AND FREQUENT FILM VIEWING INTERRUPTION GROUPS. THE MAJOR FINDINGS OF THIS STUDY SEEMS TO BE CONGRUENT WITH THE "CUE SUMMATION" THEORY AND THE MAJORITY OF INSTRUCTIONAL FILM EXPERIMENTS RELATED TO A SIMILAR PROBLEM. (AUTHOR/CH)

ORI 5725 ED 034 720
CLOTHIER, GRANT, ED.
CURRICULUM GUIDELINES FOR INNER-CITY TEACHER EDUCATION.

MID-CONTINENT REGIONAL EDUCATION LAB., INC., KANSAS CITY, MO.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.75 HC-$7.70
OEC-3-7-062876-3076
PUB DATE - OCT 69 152P.

DESCRIPTORS - CLASS MANAGEMENT; EDUCATIONAL SOCIOLOGY; ELEMENTARY SCHOOL TEACHERS; MENTAL HEALTH; *PRESERVICE EDUCATION; SECONDARY SCHOOL TEACHERS; *TEACHER EDUCATION CURRICULUM; TEACHER ROLE; TEACHING TECHNIQUES; URBAN CULTURE; *URBAN TEACHING; URBAN YOUTH

ABSTRACT - THE CURRICULUM OUTLINED HERE WAS DEVELOPED WITHIN THE COOPERATIVE URBAN TEACHER EDUCATION PROGRAM (SEE ED027265 AND ED032255) WHERE THE CONTENT HAS BEEN USED WITH PRESERVICE ELEMENTARY AND SECONDARY TEACHERS FOR TWO YEARS. CONTENT FOR TEACHER EDUCATION, SOCIOLOGY, AND MENTAL HEALTH ARE PRESENTED IN SEPARATE SECTIONS OF THE MONOGRAPH, BUT THE INTRODUCTION, WHICH SKETCHES RATIONALE AND HISTORICAL DEVELOPMENT OF THE GUIDELINES, INCLUDES A SUGGESTED CALENDAR OF EVENTS (FOR A SEMESTER BLOCK WHICH INCLUDES STUDENT TEACHING) TO ILLUSTRATE HOW COURSE CONTENT IS INTERRELATED. THE TOTAL CURRICULUM IS ORGANIZED INTO A THREE-PHASE FRAMEWORK: (1) TEACHING ASSIGNMENT, SCHOOL ORGANIZATION, AND FACILITIES; (2) SUBJECT MATTER ADEQUACY AND CLASS CONTROL; (3) INDIVIDUAL PROBLEM STUDENTS. THE THREE SECTIONS ON TEACHER EDUCATION, SOCIOLOGY, AND MENTAL HEALTH EACH CONTAIN LISTS OF MAJOR CONCEPTS, PERTINENT ACTIVITIES, AND RESOURCES UNDER SEVERAL MAJOR TOPICS FOR EACH PHASE OF THE CURRICULUM. EXAMPLES OF MAJOR TOPICS WITHIN EACH SECTION ARE (1) TEACHER EDUCATION: THE FUNCTION OF THE TEACHER, THE ANALYTICAL STUDY OF TEACHING, TEACHING STRATEGIES FOR STIMULATING PUPIL RESPONSIBILITY AND FOR INDIVIDUALIZING INSTRUCTION; (2) SOCIOLOGY: SOCIAL ORGANIZATION OF THE SCHOOL, THE CULTURE OF THE INNER CITY, SOCIAL DEVIANCE IN THE INNER-CITY CHILD; (3) MENTAL HEALTH: INCREASING SELF-AWARENESS, INCREASING UNDERSTANDING OF PUPILS. SEVERAL PAGES OF ILLUSTRATIVE MATERIAL ARE ALSO INCLUDED FOR EACH SECTION. (JS)

ORI 5726
COORDINATOR'S HANDBOOK FOR CONFRONTATION: A HUMAN RELATIONS TRAINING UNIT AND SIMULATION GAMES FOR TEACHERS AND ADMINISTRATORS IN A MULTI-ETHNIC ELEMENTARY AND HIGH SCHOOL.

FAR WEST LAB: FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, BERKELEY, CALIF.

ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH, NEW

YORK, NY 10016
NEW YORK, NEW YORK: FRIENDLY HOUSE PUBLISHERS.
PUB DATE - 70 63P.

DESCRIPTORS - *SIMULATION; HUMAN RELATIONS UNIT; *GROUP INSTRUCTION; ETHNIC RELATIONS; REGIONAL DIALECTS; *PROGRAM GUIDES; INSERVICE TEACHER EDUCATION; *MANUALS; *COORDINATORS; HUMAN RELATIONS; SECONDARY SCHOOL TEACHERS; ADMINISTRATIVE PERSONNEL

ABSTRACT - THE HUMAN RELATIONS TRAINING UNIT HAS BEEN DESIGNED TO HELP TEACHERS AND OTHER INTERESTED SCHOOL PERSONNEL TO (1) ANALYZE SPECIFIC TYPES OF INTERPERSONAL PROBLEMS AT THEIR SCHOOL, AND (2) PROPOSE AND IMPLEMENT SOLUTIONS. TO ACCOMPLISH THIS TASK, A COMPLETE PACKAGE CONTAINING AUDIO-VISUAL AND WRITTEN MATERIALS HAS BEEN DEVELOPED AND PRODUCED. THE COORDINATOR'S HANDBOOK HAS BEEN PREPARED AND DIVIDED INTO FOUR PHASES: (1) PHASE I CONSISTS OF THOSE ACTIVITIES CONCERNED WITH INTRODUCING THE HUMAN RELATIONS TRAINING UNIT IN YOUR SCHOOLS, (2) PHASE 2 DEALS WITH RECRUITING AND TRAINING GROUP DISCUSSION LEADERS, (3) PHASE 3 CONCERNS ITSELF WITH INITIATION AND SUPERVISION OF THE COURSE IN THE SCHOOL, AND (4) PHASE 4 IS THE EVALUATION COMPONENT. ADEQUATE SUPPORT MATERIALS HAVE BEEN DEVELOPED FOR EACH PHASE. THIS HANDBOOK COULD SERVE AS AN EXCELLENT REFERENCE FOR EDUCATIONAL PERSONNEL CHARGED WITH INSERVICE PROGRAM DEVELOPMENT OR ACTUAL TRAINING. (CH)

ORI 5727
PRZEKOP, LAWRENCE ROBERT.
AN INVESTIGATION OF STUDY GUIDE IN AN AUTO-INSTRUCTIONAL PROGRAM AND ITS EFFECTS ON STUDENT ACQUISITION AND RETENTION OF CERTAIN COGNITIVE BEHAVIORS IN BIOLOGY.

UNIVERSITY MICROFILMS P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 PH.D. DISSERTATION, SYRACUSE UNIVERSITY

DESCRIPTORS - HIGH SCHOOL STUDENTS; BIOLOGICAL SCIENCES; *AUTO INSTRUCTIONAL PROGRAMS; SELF HELP PROGRAMS; *STUDY GUIDES; *COGNITIVE PROCESSES; *RETENTION; STUDENT BEHAVIOR; *ACADEMIC PERFORMANCE

ABSTRACT - THE STUDY WAS CONDUCTED IN A SUBURBAN HIGH SCHOOL IN UPPER NEW YORK STATE WITH A NINTH GRADE CLASS, TO DETERMINE THE EFFECTS OF TWO STRUCTURAL ELEMENTS OF A PROGRAM ON STUDENT PERFORMANCE. THE CLASS WAS DIVIDED INTO SIX EXPERIMENTAL GROUPS AND ONE REFERENCE GROUP. THE MEASUREMENT INSTRUMENTS USED INCLUDED REVIEW EXERCISES, ACHIEVEMENT TESTS, AND RETENTION TESTS. NO SIGNIFICANT DIFFERENCE WAS NOTED FOR THE EFFECT IN THE SIZE OF THE UNIT OF INSTRUCTION. THE STUDY GUIDE, INCLUDING ADMINISTRATIVE DIRECTIONS, SUPPLEMENTARY TEXTUAL MATERIALS, REVIEW EXERCISES, AND ATTENTION-DIRECTING ITEMS, WAS SUPERIOR TO THE GUIDE, NOT INCLUDING ATTENTION-DIRECTION ITEMS, ON REVIEW EXERCISES, BUT NOT SUPERIOR TO GUIDES HAVING ACHIEVEMENT AND THE RETENTION TESTS. SIXTY-EIGHT PERCENT OF THE STUDENTS PREFERRED AUTO INSTRUCTION, 27 PERCENT PREFERRED TEACHERS PRESENTATION, AND 5 PERCENT PREFERRED TEXTBOOK (INDEPENDENT STUDY). THE STUDY SUGGESTS THAT THE EFFICACY OF AUTO INSTRUCTIONAL MATERIALS CAN BE IMPROVED WITH THE ADDITION OF ATTENTION-DIRECTING ITEMS FOR STUDENT PERFORMANCE ON REVIEW EXERCISES OF THE PROGRAM. (AUTHOR/CH)

ORI 5728
P.R.E.P. KIT #16, INDIVIDUALIZED INSTRUCTION.

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

REPORT ON EDUCATION RESEARCH; V2 PP 6-7 OCT 14 1970
PUB DATE - 70

DESCRIPTORS - *INDIVIDUALIZED INSTRUCTION; *INDIVIDUALIZED CURRICULUM; *INDIVIDUALIZED PROGRAMS; *INSTRUCTIONAL MATERIALS; INDIVIDUAL STUDY
IDENTIFIERS - *EDUCATIONAL RESOURCES INFORMATION CENTER; ERIC

ABSTRACT - THIS ARTICLE DESCRIBES A KIT OF THIRTEEN DOCUMENTS DEALING WITH ALL ASPECTS OF INDIVIDUAL INSTRUCTION INCLUDING OBJECTIVES, DIAGNOSIS, INSTRUCTION, EVALUATION, TESTING, CASE STUDIES, PROBLEMS ENCOUNTERED, AND ADVICE ON INITIATING AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM. FOUR APPROACHES TO INDIVIDUALIZED INSTRUCTION ARE DISCUSSED: (1) INDIVIDUALLY DIAGNOSED AND PRESCRIBED PROGRAMS, (2) SELF-DIRECTED APPROACHES--STUDENT-TEACHER COOPERATIVE GOALS, STUDENT SELECTED MEANS, (3) PERSONALIZED--THE LEARNER CHOOSES HIS OWN OBJECTIVES AND FOLLOWS A DIRECTED PROGRAM OF SPECIALIZED MATERIALS, AND (4) INDEPENDENT STUDY--THE LEARNER DECIDES BOTH THE GOALS AND MEANS. SEVERAL ADVANTAGES OF INDIVIDUALIZED INSTRUCTIONAL METHODS WHICH WERE MENTIONED INCLUDE: (1) POSITIVE RESPONSE BY STUDENTS, (2) HARDER WORKING AND MORE SATISFIED TEACHERS, (3) REDUCED DISCIPLINARY PROBLEMS, (4) IMPROVED ATTENDANCE, (5) A RENEWED INTEREST IN SCHOOLS, AND (6) REDUCED COSTS THROUGH MORE EFFICIENT USE OF TEACHERS AND STAFF. NO SIGNIFICANT EFFECT ON RAISING OR LOWERING OF TEST SCORES IS EVIDENT. THE U.S. OFFICE OF EDUCATION NATIONAL CENTER FOR EDUCATIONAL COMMUNICATIONS FUNDED THE PREPARATION OF 46 CASE STUDIES DESCRIBING ACTUAL PROGRAMS FROM SCHOOLS IN 24 STATES. THESE CAN BE ORDERED FROM ERIC CLEARINGHOUSE ON EDUCATIONAL MEDIA AND TECHNOLOGY, INSTITUTE FOR COMMUNICATIONS RESEARCH, STANFORD UNIVERSITY, STANFORD, CALIFORNIA 94305. (AUTHOR/CH)

ORI 5730
FILM SPURS TEACHER TRAINING INNOVATION.

REPORT ON EDUCATION RESEARCH; V2 N23 P11 NOV121970
PUB DATE - ND

DESCRIPTORS - *FILMS; *INSTRUCTIONAL FILMS; GROUP DYNAMICS; GROUP RELATIONS; SMALL GROUP INSTRUCTION; *TEACHING TECHNIQUES; TEACHER

EDUCATION
IDENTIFIERS - BRAINSTORMING

ABSTRACT - TRAINING TEACHERS FOR INNOVATION IS THE NAME OF A NEW 28 MINUTE DOCUMENTARY FILM THAT PURPORTS TO STIMULATE THE FLOW OF CREATIVE IDEAS AMONG TEACHERS. THE INSTITUTE FOR DEVELOPMENT OF EDUCATIONAL ACTIVITIES (I/D/E/A), WHICH PRODUCED THE FILM, POINTS OUT THAT THE TWO TECHNIQUES CITED IN THE TRAINING AID HAVE BEEN SUCCESSFULLY USED IN THE BUSINESS WORLD. THE FILM FIRST DEMONSTRATES BRAINSTORMING, A METHOD BY WHICH A SMALL GROUP PULLS IDEAS TOGETHER IN A FREE-WHEELING FASHION, FORECOING IMMEDIATE CRITICISM IN FAVOR OF THE MOMENTUM OF IDEA-BUILDING. UNDER THE FOUR BASIC RULES DEMONSTRATED IN THE MOVIE, A NEW DYNAMISM CAN ARISE FROM A STAFF OR DEPARTMENTAL MEETING. A SECOND TECHNIQUE DESCRIBED IS GROUP DYNAMICS. DIVERGENT GROUPS SUCH AS STUDENTS, TEACHERS, AND MEMBERS OF THE GENERAL PUBLIC ACTIVELY EXCHANGE IDEAS DURING A RELATIVELY LONG MEETING. COPIES OF THE FILM MAY BE PURCHASED OR RENTED. FOR FURTHER INFORMATION, CONTACT I/D/E/A INFORMATION AND SERVICES DIVISION, P.O. BOX 668, FAR HILLS BRANCH, DAYTON, OHIO 45419. (CH)

ORI 5731
DETERLINE, WILLIAM A
INSTRUCTIONAL TECHNOLOGY WORKSHOP.

GENERAL PROGRAMMED TEACHING, PALO ALTO, CALIF.

GENERAL PROGRAMMED TEACHING, P.O. BOX 402, PALO ALTO, CALIF. 94302
PUB DATE - ND 6P.

DESCRIPTORS - INSTRUCTIONAL MATERIALS; *PROGRAMMED MATERIALS; INSTRUCTIONAL AIDS; *WORKSHOPS; *FILMSTRIPS; *PHONOTAPE RECORDINGS; INSTRUCTIONAL PROGRAMS; *INSTRUCTIONAL TECHNOLOGY

ABSTRACT - THE AUTOMATED INSTRUCTIONAL TECHNOLOGY WORKSHOP WAS 2 YEARS IN DEVELOPMENT AND BEGAN AS A LIVE WORKSHOP. AFTER CONSIDERABLE TESTING AND REVISION, IT WAS DEVELOPED INTO AN AUDIO-VISUAL FORM WHICH IS DESCRIBED IN THIS PUBLICATION. THE WORKSHOP IS DIVIDED INTO TWO PARTS: (1) GROUP SESSIONS FOR AS MANY AS 20 PARTICIPANTS, AND (2) INDIVIDUAL STUDY AND PRACTICE EXERCISES. THE GROUP SESSIONS CONSIST OF 30 PRESENTATIONS BY AUDIOTAPE AND SYNCHRONIZED FILM-STRIPS, AVERAGING 1 HOUR IN LENGTH. EACH PARTICIPANT USES A WORKBOOK CONTAINING NOTE-TAKING GUIDES, QUESTIONS TO BE ANSWERED DURING THE PRESENTATION, AND TASK ASSIGNMENTS TO BE CARRIED OUT AS DIRECTED BY THE PRESENTATION. IN ADDITION TO TEACHING THE PRINCIPLES AND BASIC CONCEPTS, THE WORKSHOP CONTAINS NUMEROUS EXERCISES, SAMPLE PROJECTS, DEMONSTRATIONS, AND INDIVIDUAL WORK PROJECTS. THE INDIVIDUALIZED MATERIALS CONSIST OF PROGRAMED TEXTS AND PRACTICE EXERCISES. NUMEROUS ORGANIZATIONS AND SCHOOLS HAVE UTILIZED GENERAL PROGRAMMED TEACHING INSTRUCTIONAL MATERIALS IN THEIR EDUCATIONAL PROGRAMS. (CH)

ORI 5732
MCINTYRE, KENNETH E, AND OTHERS
SHADY ACRES IN-BASKET.

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS, WASHINGTON, D.C.

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH ST. N. W., WASHINGTON, D.C. 20036
PUB DATE - 70

DESCRIPTORS - *SCHOOL ADMINISTRATION; *SIMULATION; INDIVIDUAL INSTRUCTION; INDEPENDENT STUDY; *ROLE PLAYING; TEACHING TECHNIQUES; *ADMINISTRATOR ROLE; *DECISION MAKING; INSTRUCTIONAL MATERIALS

ABSTRACT - THIS SIMULATION PACKAGE, DESIGNED TO PRESENT ELEMENTARY SCHOOL PRINCIPALS WITH PROBLEMS AND ISSUES OFTEN ENCOUNTERED DAILY IN THE ADMINISTRATION OF PUBLIC SCHOOLS, CAN BE UTILIZED IN A VARIETY OF INSERVICE SETTINGS. A COMPLETE SET OF INSTRUCTIONS FOR THE PARTICIPANT PREFACES THE ACTUAL PACKAGE COMPONENTS. ELEMENTARY PRINCIPALS ARE ASKED TO PERFORM SEVERAL DECISION MAKING TASKS, INCLUDING: (1) DISCIPLINARY ACTIONS, (2) EXPENDITURES OF FUNDS, (3) ESTABLISHING PRIORITIES, (4) STAFF RELATIONS, AND SEVERAL OTHER PERTINENT ADMINISTRATIVE AREAS. THE SIMULATION PACKAGE SOLICITS SPECIFIC RESPONSES FROM THE PARTICIPANT AT ALL STAGES. REALITY IS ALSO AN IMPORTANT ATTRIBUTE OF THE PACKAGE. A REACTIONNAIRE AND SEMANTIC DIFFERENTIAL SHEET IS LOCATED AT THE END OF THE SIMULATION PACKAGE TO PROVIDE FOR PARTICIPANT FEEDBACK TO THE EDUCATIONAL TECHNIQUE. (CH)

ORI 5733 ED 049 167
MILLER, RICHARD I.
SELECTING NEW AIDS TO TEACHING.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, WASHINGTON, D.C.
EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.
ASCD, 1201 16TH STREET, N.W., WASHINGTON, D.C. (STOCK NO. 611-17840; $1.00)
PUB DATE - 71 29P.

DESCRIPTORS - *DECISION MAKING; *EDUCATIONAL EQUIPMENT; *EQUIPMENT STANDARDS; *GUIDELINES; *INSTRUCTIONAL MATERIALS; PURCHASING

ABSTRACT - THE PURPOSE OF THIS DOCUMENT IS TO PRESENT SPECIFIC AND REALISTIC GUIDES TO ASSIST LOCAL SCHOOL OFFICIALS IN MAKING BETTER DECISIONS ABOUT INSTRUCTIONAL UNITS, WHICH MAY RANGE FROM A LANGUAGE LABORATORY, MULTI-MEDIA STUDY CARREL, OR COMPUTER-ASSISTED INSTRUCTION TO A SERIES OF PRIMARY READERS OR OTHER BOOKS. THE ASSUMPTIONS ON WHICH THE REPORT IS BASED ARE THAT SCHOOL OFFICIALS NOW NEED TO SELECT INSTRUCTIONAL UNITS RATHER THAN TO DESIGN THEM, THAT THE UNITS ARE BECOMING INCREASINGLY COMPLEX, THAT THE UNITS USUALLY REQUIRE A SUBSTANTIAL FINANCIAL OUTLAY, AND THAT SCHOOL OFFICIALS NEED GUIDELINES TO REACH EDUCATIONALLY SOUND DECISIONS. THE DETAILED GUIDELINES FOLLOW THIS SEQUENCE: 1) INITIAL PROBING OF THE

PROPOSED UNIT TO DECIDE IF IT IS REALLY NEEDED AND WHAT IT WILL ACCOMPLISH; 2) DEVELOPING A PLAN OF ACTION, INCLUDING WHO SHOULD BE INVOLVED IN THE INVESTIGATION AND HOW IT SHOULD BE UNDERTAKEN; 3) ACCOMPLISHING THE PLAN BY IDENTIFYING THE OBJECTIVES OF THE UNIT, ITS RELEVANCE, VALIDITY, COST AND EVALUATION; 4) REACHING A FINAL DECISION, INCLUDING WHO WILL MAKE THIS DECISION AND WHAT IT WILL BE; AND 5) REVISING AND RECYCLING, TO DEAL WITH UNEXPECTED PROBLEMS WHICH MAY INTERFERE WITH IMPLEMENTATION OF THE DECISION. (MBM)

ORI 5761
KERR, URVAL LEE
A STUDY OF STATE-LEGISLATED AND STATE-FINANCED IN-SERVICE EDUCATION PROVISIONS FOR OREGON TEACHERS, 1872-1963.

UNIVERSITY MICROFILMS, P.O. BOX 1794, ANN ARBOR, MICH. 48106 (ORDER NO 65-5740, MF $4.00 XEROGRAPHY $10.00)
PUB DATE - 64 ED. D. DISSERTATION, UNIVERSITY OF OREGON

DESCRIPTORS - *EDUCATIONAL FINANCE; FEDERAL AID; STATE AID; EDUCATIONAL HISTORY; IN-SERVICE TEACHER EDUCATION; *PROFESSIONAL TRAINING; TEACHER SUPERVISION; *SUPERVISORY ACTIVITIES; CURRICULUM IMPROVEMENT; *CURRICULUM PLANNING CURRICULUM EVALUATION
IDENTIFIERS - OREGON

ABSTRACT - THIS STUDY SUGGESTS THAT THE TREND IS TOWARD MORE LOCAL AUTONOMY FOR DEVELOPING AND FAVORING PROFESSIONAL GROWTH ACTIVITIES FOR TEACHERS. THIS RESEARCHER HAS STATED THAT THIS IDEA IS APPROPRIATE FOR THE LARGER, WEALTHIER DISTRICTS OF OREGON, BUT LEAVES A PERSISTENT QUESTION ABOUT THE ABILITY AND INITIATIVE OF POORER, SMALLER, AND RURAL SCHOOL DISTRICTS. THESE LATTER GROUPS MIGHT WELL CONTINUE TO BE A RESPONSIBILITY OF THE OREGON STATE DEPARTMENT OF EDUCATION. IF STATE SUPPORTED INSERVICE EDUCATION IS TO CONTINUE, CLOSE COOPERATION AND COMMUNICATION BETWEEN LEGISLATORS, EDUCATIONAL LEADERS, AND CERTIFICATED TEACHER PERSONNEL ARE ESSENTIAL. THIS COOPERATION MUST RESULT IN MORE IMAGINATIVE, ORIGINAL, AND SATISFACTORY LEGISLATION TO EFFECT A GREATER PROFESSIONAL GROWTH OF TEACHERS AND OFFSET THE WEAKNESSES INHERENT IN LEGISLATION BASED ON INADEQUATE KNOWLEDGE ABOUT CURRENT CONDITIONS AND NEEDS. SKILLED LEADERSHIP IS NEEDED TO ASSIST SCHOOL DISTRICTS WITH PLANNING AND DEVELOPING IN SERVICE EDUCATION PROGRAMS. SINCE THE OREGON STATE SUPERINTENDENT OF PUBLIC INSTRUCTION IS RESPONSIBLE FOR INSERVICE EDUCATION AS STATED BY THE LEGISLATURE, HE MUST ESTABLISH INSERVICE GUIDELINES AND POLICY STATEMENTS NEEDED. (CH)

ORI 5762
CANTRELL, ROBERT PAUL
EFFICIENCY OF IN-SERVICE TRAINING OF TEACHERS IN OPERANT TECHNIQUES.

UNIVERSITY MICROFILMS, P.O. BOX 1794, ANN ARBOR, MICH. 48106 (ORDER NO 70-7626, MF $4.00, XEROGRAPHY $10.00)
PUB DATE - 69 199P.PH.D. DISSERTATION, GEORGE PEABODY COLLEGE FOR TEACHERS

DESCRIPTORS - *BEHAVIOR CHANGE; *INSERVICE TEACHER EDUCATION; *MEASUREMENT TECHNIQUES; EVALUATION TECHNIQUES; ELEMENTARY SCHOOL TEACHERS; *TEACHER ATTITUDES; *CLASSROOM TECHNIQUES
IDENTIFIERS - MINNESOTA TEACHER ATTITUDE INVENTORY; CALIFORNIA ACHIEVEMENT TEST; PRIMARY MENTAL ABILITIES

ABSTRACT - THIS STUDY WAS DESIGNED TO INVESTIGATE THE EFFECTS OF TRAINING INSERVICE TEACHERS IN BEHAVIOR MODIFICATION PRINCIPLES. THIRTY-SIX SPECIAL CLASSES OF FIRST, SECOND, AND THIRD GRADE TEACHERS AND THEIR PUPILS, DIVIDED INTO EXPERIMENTAL (EX), VIDEO-CONTROL (VC) AND INTACT CONTROL (IC) GROUPS, SERVED AS SUBJECTS. PRE- AND POST TREATMENT MEASURES OF TEACHER ATTITUDES (MINNESOTA TEACHER ATTITUDE INVENTORY) AND KNOWLEDGE OF BEHAVIORAL PRINCIPLES (CLASSROOM BEHAVIOR INVENTORY) WERE TAKEN BY TEACHERS. PRE-TREATMENT MEASURES OF ACHIEVEMENT (CALIFORNIA ACHIEVEMENT TEST) AND INTELLIGENCE (PRIMARY MENTAL ABILITIES) WERE TAKEN BY THE TEACHERS' PUPILS. THESE WERE FOLLOWED BY POST-ACHIEVEMENT MEASURES OF THE PUPILS AT THE END OF THE 4-MONTH TREATMENT PERIOD. SIGNIFICANT ATTITUDE GAINS WERE DEMONSTRATED BY ALL THREE TEACHER GROUPS. ADJUSTED POST TEST ACHIEVEMENT MEANS BETWEEN EX, VC, AND IC GROUPS DID NOT DIFFER SIGNIFICANTLY. A SIGNIFICANT DISPERSION OF "SPREAD EFFECT" OF INFORMATION ABOUT BEHAVIOR MODIFICATION PRINCIPLES WAS OBTAINED FROM EX TEACHERS TO CONTROL TEACHERS WHEN AN EX TEACHER WAS TEACHING IN THE SAME SCHOOL AS ONE OR MORE CONTROL TEACHERS. THE RESEARCH PARADIGM FOR THIS STUDY WAS DISCUSSED IN COMPARISON WITH MORE TRADITIONAL TEACHER EFFECTIVENESS RESEARCH DESIGNS. (CH)

ORI 5763 ED 022 569
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY. ANNUAL REPORT.

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, WASHINGTON, D.C.
EDRS PRICE MF-$0.50 HC-$4.92
PUB DATE - DEC 67 121P.

DESCRIPTORS - AMERICAN INDIANS; *ANNUAL REPORTS; *BILINGUALISM; COMPUTER ASSISTED INSTRUCTION; CULTURAL DISADVANTAGEMENT; *CURRICULUM ENRICHMENT; DEMONSTRATION PROGRAMS; *DISADVANTAGED YOUTH; ENRICHMENT; FRENCH; HEALTH EDUCATION; INSERVICE TEACHER EDUCATION; MEXICAN AMERICANS; NEGRO EDUCATION; PRESCHOOL EDUCATION; *REGIONAL LABORATORIES; SCIENCE EDUCATION; SOCIAL STUDIES; SPANISH SPEAKING
IDENTIFIERS - LOUISIANA; TEXAS

ABSTRACT - ACTIVITIES OF THE SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY ARE AIMED AT MEETING THE SPECIAL EDUCATIONAL NEEDS OF MEXICAN AMERICANS, NEGROES, AND ACADIAN FRENCH LOCATED WITHIN THE OPERATING RADIUS OF THE LABORATORY. IMPROVED CURRICULAR OFFERINGS DIRECTED SPECIFICALLY TOWARD THE REGIONAL MINORITIES IN TEXAS AND LOUISIANA HAVE BEEN

INTRODUCED BY THE LABORATORY IN SCIENCE, MATHEMATICS, SOCIAL SCIENCE, AND LANGUAGE ARTS. DEMONSTRATION CENTERS HAVE BEEN ESTABLISHED IN THE 2-STATE REGION TO SPEED ADAPTATION OF MODEL PROGRAMS IN PARTICULAR COMMUNITY ENVIRONMENTS. IN ADDITION TO CURRICULAR IMPROVEMENT, A PROJECT AIMED AT DETERMINING THE EFFECTIVENESS OF INSERVICE TRAINING PROGRAMS FOR TEACHERS OF THE DISADVANTAGED IN THIS REGION IS ALSO UNDERWAY. (DA)

ORI 5781
ASHLEY, JAMES PHILLIP
A STUDY OF THE IMPACT OF AN INSERVICE EDUCATION PROGRAM ON TEACHER BEHAVIOR.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (ORDER NO. 68-4248, MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 67 174P.PH.D. DISSERTATION, UNIVERSITY OF TEXAS

DESCRIPTORS - *INSERVICE TEACHER EDUCATION; *TEACHER IMPROVEMENT; *BEHAVIOR CHANGE; *TEACHER BEHAVIOR; *TEACHER ATTITUDES; CLASSROOM OBSERVATION TECHNIQUES
IDENTIFIERS - LUCY REED SCHOOL AUSTIN (TEXAS); CLASSROOM OBSERVATION RATING FORM; CORF; SEMANTIC DIFFERENTIAL

ABSTRACT - THE MAJOR PURPOSE OF THIS STUDY WAS TO EXAMINE THE IMPACT OF AN INSERVICE EDUCATION PROGRAM ON TEACHING BEHAVIOR THROUGH DIRECT OBSERVATION IN THE CLASSROOM. AN ANALYSIS WAS ALSO MADE UP OF THE RELATIONSHIPS BETWEEN TEACHER ATTITUDE, EXPERIENCE, AND GRADE LEVEL TAUGHT AND ANY MODIFICATION OF TEACHER BEHAVIOR WHICH MIGHT COME ABOUT AS A RESULT OF THE INSERVICE EDUCATION PROGRAM. THE SAMPLE CONSISTED OF 23 TEACHERS IN THE LUCY READ SCHOOL, AUSTIN, TEXAS, REPRESENTING ALL GRADE LEVELS, GRADES ONE THROUGH SIX. THE CLASSROOM OBSERVATION RATING FORM (CORF) AND THE SEMANTIC DIFFERENTIAL WERE THE TWO INSTRUMENTS USED IN THE STUDY TO GATHER INFORMATION. TEACHER ATTITUDES CHANGED POSITIVELY DURING THE COURSE OF THE SAMPLE'S PARTICIPATION IN THIS RESEARCH. THE LEVEL OF USE OF TEACHING STRATEGIES BY THE PRIMARY TEACHERS CHANGED MORE BETWEEN TWO OBSERVATIONS THAN COULD BE PREDICTED ON THE BASIS OF THE TOTAL GROUP'S PERFORMANCE. (CH)

ORI 5782
ATEN, DONALD GROOVER
A STUDY OF TWO TEACHER EDUCATION PROGRAMS AND AN ANALYSIS OF THE ASSOCIATION BETWEEN ANTECEDENT VARIABLES AND PRODUCT MEASURES.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (ORDER NO 70-13-762, MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 ED.D. DISSERTATION, COLUMBIA, UNIVERSITY

DESCRIPTORS - *TEACHER EDUCATION; STUDENT TEACHING; *TEACHER IMPROVEMENT; *TEACHER BEHAVIOR; TEACHER EDUCATION CURRICULUM; *TEACHER CHARACTERISTICS; *TEACHER BACKGROUND
IDENTIFIERS - UNIVERSITY OF HAWAII

ABSTRACT - IN 1961 THE UNIVERSITY OF HAWAII INITIATED AN EXPERIMENTAL TEACHER EDUCATION PROGRAM CONCURRENT WITH THE ESTABLISHED (REGULAR) PROGRAM. THE PRIMARY PURPOSE OF THIS STUDY WAS TO EXAMINE THE CHARACTER AND EXTENT OF THE ASSOCIATION BETWEEN INDEPENDENT VARIABLES PERTAINING TO THE TWO PROGRAMS AND THE STUDENTS ENROLLED IN THEM AND A NUMBER OF PRODUCT MEASURES DEPENDENT VARIABLES IN THREE REALMS: COGNITIVE, BEHAVIORAL, AND CONATIVE-AFFECTIVE. THE INDEPENDENT VARIABLES WERE INITIALLY CLASSIFIED AS PROGRAM VARIABLES, PERFORMANCE VARIABLES, PERSONAL VARIABLES, AND STRATIFICATION VARIABLES. THE PROGRAM VARIABLES INCLUDED CURRICULUM REGULAR OR EXPERIMENTAL, LEVEL SECONDARY OR ELEMENTARY, SEMESTER HOURS OF PROFESSIONAL AND GENERAL EDUCATION COMPLETED, AND THE LIKE. THE PERFORMANCE VARIABLES INCLUDED GRADES EARNED IN GENERAL EDUCATION COURSES, PROFESSIONAL EDUCATION COURSES, STUDENT TEACHING, AND SO FORTH. THE NATIONAL TEACHER EXAMINATION ADMINISTERED DURING THE FOURTH YEAR PROVIDED COGNITIVE PRODUCT DATA. THE MAJOR CONCLUSIONS WERE THAT: (1) THE IMPLICIT AND EXPLICIT ASSUMPTIONS WHICH UNDERLIE TEACHER EDUCATION PROGRAMS, ESPECIALLY THOSE CONCERNING THE MANNER IN WHICH PROGRAMS ARE PRESUMED TO INFLUENCE TEACHER BEHAVIOR INCLUDING COGNITIVE AND CONATIVE-AFFECTIVE BEHAVIOR, MAY NOT ALWAYS BE VALID, AND (2) THERE IS INSUFFICIENT ATTENTION DEVOTED TO WHAT, IN THE FINAL ANALYSIS, MAY BE THE REALLY CRUCIAL VARIABLE IN TEACHER EDUCATION, THE PSYCHO-SOCIAL-PERSONAL MAKE UP OF THE INDIVIDUAL WHO ASPIRES TO TEACH. (CH)

ORI 5783
LEVINE, HAROLD G; MCGUIRE, CHRISTINE
ROLE PLAYING AS AN EVALUATIVE TECHNIQUE.

JOURNAL OF EDUCATIONAL MEASUREMENT; V5 N1 PP 1-8
PUB DATE - SPR68

DESCRIPTORS - *EVALUATION METHODS; SIMULATION; *EVALUATION TECHNIQUES; *EVALUATION CRITERIA; *ROLE PLAYING; PERFORMANCE TESTS

ABSTRACT - THREE NEW EVALUATIVE TECHNIQUES INVOLVING ROLE-PLAYING BY BOTH CANDIDATES AND EXAMINERS WERE ADMINISTERED TO 383 CANDIDATES FOR CERTIFICATION BY A MAJOR MEDICAL SPECIALTY BOARD. THE EXAMINERS FELT THAT THE TECHNIQUES MET ACCEPTABLE STANDARDS OF CONTENT VALIDITY. INITIAL CONSTRUCT VALIDITY DATA ARE REINFORCING BUT BY NO MEANS DEFINITIVE. PERHAPS THE CRITICAL ASPECT OF THIS STUDY WAS THE READY ACCEPTANCE OF ROLE-PLAYING BY TRADITIONALLY CONSERVATIVE PHYSICIANS. THE USE OF ROLE-PLAYING AS AN EVALUATIVE TECHNIQUE APPEARS TO PROVIDE INSIGHTS INTO IMPORTANT DIMENSIONS OF PERFORMANCE NOT SAMPLED BY MORE CONVENTIONAL METHODS OF TESTING, AND GIVES PROMISE OF EXTENDING THE NOW LIMITED USEFULNESS OF ORAL EXAMINATIONS. ALTHOUGH THE SPECIFIC TECHNIQUES DESCRIBED WERE DESIGNED TO ASSESS CERTAIN ASPECTS OF PROFESSIONAL COMPETENCIES IN MEDICINE, ROLE-PLAYING MAY BE USEFUL AS AN

EVALUATIVE TECHNIQUE TO OTHER PROFESSIONAL GROUPS THAT DEMAND SKILL IN INTERACTING WITH COLLEAGUES AND CLIENTS AS A PREREQUISITE TO CERTIFICATION. (CH)

ORI 5784
FLANDERS, N.A.
TEACHER BEHAVIOR AND IN-SERVICE PROGRAMS.

EDUCATIONAL LEADERSHIP; V23 N1 OCT 1963
PUB DATE - ND

DESCRIPTORS - *TEACHER BEHAVIOR; *INSERVICE PROGRAMS; *PROGRAM EVALUATION; *BEHAVIOR CHANGE; BEHAVIOR DEVELOPMENT; *INSTRUCTIONAL IMPROVEMENT

ABSTRACT - FLANDERS SUGGESTS THAT TWO IMPORTANT QUESTIONS BE ASKED REGARDING ANY INSERVICE EDUCATION PROGRAM DESPITE ITS ORIGINS, EMPHASIS, OR POINT OF VIEW. THESE ARE: (1) WILL TEACHERS ACT DIFFERENTLY WHILE TEACHING AS A RESULT OF INSERVICE TRAINING? AND (2) IF SUCH BEHAVIORAL CHANGES DO OCCUR, HAS THE QUALITY OF INSTRUCTION REALLY IMPROVED OR IS IT JUST DIFFERENT? HE IS OF THE OPINION THAT FEW IN-SERVICE TRAINING PROGRAMS ARE EVALUATED WITH ENOUGH CARE TO DETERMINE WHETHER OR NOT THE QUALITY OF CLASSROOM INSTRUCTION HAS BEEN AFFECTED. HE ASSERTS THAT THE REASONS FOR THIS DEFICIENCY ARE DUE TO THE FINANCIAL COSTS INVOLVED, THE FORMIDABLENESS OF THE TECHNICAL AND METHODOLOGICAL PROBLEMS, AND THE DIFFICULTIES INVOLVED IN CREATING A SUSPICIOUS-FREE ATMOSPHERE AMONG TEACHERS, ADMINISTRATORS, RESEARCHERS AND CONSULTANTS. IN ORDER TO ACHIEVE THE KIND OF EVALUATION HE CONSIDERS DESIRABLE, HE STATES FIVE PROCEDURAL STEPS THAT ARE RELATIVELY EASY TO IDENTIFY BUT DIFFICULT TO IMPLEMENT. THESE ARE: (1) CLEARLY STATED OBJECTIVES, (2) AVAILABLE TECHNIQUE FOR ASSESSING TEACHER BEHAVIOR, (3) EXPERIMENTAL CONTROL, (4) TRAINING METHODS CAPABLE OF PRODUCING SIGNIFICANT CHANGES, AND (5) CHANGES MAKING FOR MORE EFFECTIVE CLASSROOM LEARNING. (CH)

ORI 5801 ED 049 269
FITZGIBBON, THOMAS J.
EVALUATION IN THE INNER CITY.

HARCOURT BRACE JOVANOVICH, INC., NEW YORK, N.Y.
PHILADELPHIA PUBLIC SCHOOLS, PA.
DOCUMENT NOT AVAILABLE FROM EDRS.
HARCOURT BRACE JOVANOVICH, INC., 757 THIRD AVENUE, NEW YORK, NEW YORK 10017 (HC, $1.50)
PUB DATE - 70 148P.PRESENTED AT THE INVITATIONAL CONFERENCE ON MEASUREMENT IN EDUCATION, PHILADELPHIA, PENNSYLVANIA, APRIL 1969

DESCRIPTORS - COMMUNITY INVOLVEMENT; *DISADVANTAGED SCHOOLS; EDUCATIONAL DISADVANTAGEMENT; *EDUCATIONAL RESEARCH; *EVALUATION; GHETTOS; *INNER CITY; ITEM ANALYSIS; MEASUREMENT; PARENT PARTICIPATION; PARENT REACTION; RACISM; RESEARCH PROBLEMS; TEST BIAS; *TESTING PROBLEMS; TESTING PROGRAMS

ABSTRACT - THIS INVITATIONAL CONFERENCE EXAMINED SOME OF THE PROBLEMS OF MEASUREMENT AND EVALUATION IN THE INNER CITY. BOTH THE TRADITIONAL TOOLS AND TECHNIQUES OF MEASUREMENT IN EVALUATION ARE BEING QUESTIONED, PARTICULARLY BY GHETTO COMMUNITY MEMBERS. THUS, A NEED WAS SEEN FOR CLEARLY JUSTIFYING THE EXISTENCE OF TESTING AND RESEARCH EFFORTS AND ENLISTING THE SUPPORT OF THE COMMUNITY IN THESE EFFORTS. THE PAPERS TREATED SUCH TOPICS AS THE BIAS OF TESTING, ITS IMPACT ON THE CHILD'S SELF-IMAGE AND ON THE SCHOOL SYSTEM ITSELF, THE ROLE OF RACISM IN FOSTERING ANTI-RESEARCH ATTITUDES, AND PARENTS' REACTIONS TO TESTING. THOSE WHO PARTICIPATED IN THE CONFERENCE INCLUDED EXPERTS IN RESEARCH AND MEASUREMENT, PARENTS AND SCHOOL REPRESENTATIVES FROM THE PHILADELPHIA COMMUNITY, AND REPRESENTATIVES OF OTHER SCHOOL SYSTEMS. THE DISCUSSIONS WHICH FOLLOWED EACH LECTURE ARE INCLUDED. (PR)

ORI 5802 ED 017 985
ALLEN, DWIGHT W.; MCDONALD, FREDERICK J.
TRAINING EFFECTS OF FEEDBACK AND MODELING PROCEDURES ON TEACHING PERFORMANCE.

STANFORD UNIV., CALIF. SCHOOL OF EDUCATION.
EDRS PRICE MF-$1.00 HC-$9.36
OEC-6-10-078 24
BR-5-1030
PUB DATE - 67 232P.

DESCRIPTORS - EFFECTIVE TEACHING; *FEEDBACK; LEARNING PROCESSES; LITERATURE REVIEWS; MODELS; QUESTIONNAIRES; *REINFORCEMENT; SELF EVALUATION; STATISTICAL ANALYSIS; SUPERVISORS; TEACHER BEHAVIOR; *TEACHER EDUCATION; *TEACHER INTERNS; *TEACHING SKILLS; TRAINING LABORATORIES; VIDEO TAPE RECORDINGS
IDENTIFIERS - STANFORD

ABSTRACT - THIS REPORT DESCRIBES A SERIES OF EXPERIMENTS TO ASSESS THE USEFULNESS OF TELEVISION RECORDINGS IN IMPROVING TEACHING PERFORMANCE. OBJECTIVES OF THE STUDY ARE (1) TO COMPARE THE EFFECTS OF SELF-EVALUATION OF A TEACHING PERFORMANCE WITH FEEDBACK PROVIDED BY A SUPERVISING INSTRUCTOR, (2) TO COMPARE THE EFFECTS OF REINFORCEMENT DELAY, AND (3) TO COMPARE THE EFFECTS OF A PERCEPTUAL MODELING DEMONSTRATION OF A DESIRED BEHAVIOR WITH THOSE PRODUCED BY PROVIDING A WRITTEN DESCRIPTION OF THE BEHAVIOR AND TO COMPARE THE EFFECTS OF COMBINING REINFORCEMENT WITH EACH. EACH OBJECTIVE WAS THE SUBJECT OF A SEPARATE EXPERIMENT CONDUCTED UNDER HIGHLY CONTROLLED, LABORATORY-LIKE CONDITIONS. IT IS CONCLUDED THAT THE RESULTS OF THIS STUDY SUPPORT THE ASSUMPTION THAT THE RATE AND LEVEL OF LEARNING A GIVEN TEACHING STRATEGY VARY AS A FUNCTION OF THE MODE OF MODEL PRESENTATION. THERE IS EVIDENCE TO INDICATE THAT PERCEPTUAL MODELING PROCEDURES ARE CHARACTERIZED BY DISTINCTIVE CUING PROPERTIES WHICH TEND TO RECOMMEND THEM OVER SYMBOLIC MODELING PROCEDURES FOR USE IN TRAINING CONTEXTS ANALAGOUS TO THOSE DESCRIBED IN THE EXPERIMENT. (HW)

ORI 5821 ED 049 386
BYRAM, HAROLD M.
A FIVE-STATE TRY-OUT AND DEMONSTRATION PROGRAM TO DETERMINE THE GENERALIZABILITY OF AN EVALUATION SYSTEM FOR LOCAL PROGRAMS OF VOCATIONAL AND TECHNICAL EDUCATION. FINAL REPORT.

MICHIGAN STATE UNIV., EAST LANSING. COLL. OF EDUCATION.
NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (DHEW/CE), WASHINGTON, D.C.
EDRS PRICE MF-$0.65 HC-$6.58
OEG-0-8-070968-2429 08
BR-7-0968
PUB DATE - FEB 71 134P.

DESCRIPTORS - COMPARATIVE ANALYSIS; DEMONSTRATION PROGRAMS; *EVALUATION TECHNIQUES; *GENERALIZATION; *PILOT PROJECTS; *PROGRAM EVALUATION; SCHOOL DISTRICTS; STATE OFFICIALS; TECHNICAL EDUCATION; *VOCATIONAL EDUCATION; WORKSHOPS

ABSTRACT - IN A PROPOSED FIVE-STATE DEMONSTRATION, THE FOUR STATES OF ARKANSAS, MINNESOTA, MISSISSIPPI AND NEVADA IMPLEMENTED A LOCAL SYSTEM OF DIRECTING EVALUATIONS OF VOCATIONAL/TECHNICAL EDUCATION PROGRAMS IN PUBLIC SCHOOLS. THE EMPHASIS WAS ON BOTH THE TRAINING OF LOCAL LEADERS BY STATE LEADERS AND DIRECTION OF EVALUATION PROGRAMS BY LOCAL LEADERS. USING THE RESULTS OF TWO PREVIOUS PROJECTS, THIS PARTICULAR PROJECT GENERALIZES THE FINDINGS TO OTHER STATES. THE METHODS USED TO ACQUIRE AND DISSEMINATE INFORMATION WERE WORKSHOPS, PROJECT REPORTING MEETINGS, FINAL REPORT AND PROJECT EVALUATION MEETINGS, AND ON-SITE VISITS. THE RESULTS OF THE PROJECT INDICATE THAT MOST OF THE EVALUATION PROCEDURES ARE APPLICABLE TO OTHER STATES, THAT SOME ADDITIONAL PROCEDURES WERE DEVELOPED BY INDIVIDUAL STATES, AND THAT PROGRAM EVALUATION COMPETENCIES WERE DEVELOPED IN THE PERSONNEL INVOLVED IN THE PROJECT. IT WAS RECOMMENDED THAT STATES MEETING THE CRITERIA FOR SELECTION OF STATES USED IN THIS STUDY TRY OUT THE SYSTEMS. FURTHER STUDY AND A NATIONWIDE TRAINING PROGRAM WERE ALSO RECOMMENDED. (GEB)

ORI 5822 ED 049 317
KELLY, EDWARD F.; BUNDA, MARY ANNE
THE DEVELOPMENT OF A SURVEY INSTRUMENT FOR EVALUATIVE PRIORITIES: A FIELD TEST.

EDRS PRICE MF-$0.65 HC-$3.29
PUB DATE - FEB 71 26P.PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, NEW YORK, NEW YORK, FEBRUARY 1971

DESCRIPTORS - ADMINISTRATIVE PERSONNEL; *COMMUNICATION PROBLEMS; COMMUNITY ATTITUDES; *EVALUATION CRITERIA; EVALUATION METHODS; GRADUATE STUDENTS; *OPINIONS; *PROGRAM EVALUATION; *RATING SCALES; STUDENT TEACHERS; SURVEYS; TEACHERS

ABSTRACT - IN ORDER TO EXAMINE EMPIRICALLY THE PRIORITIES THAT DIFFERENT GROUPS PLACE ON A COMMON SET OF EVALUATIVE CHARACTERISTICS AS THEY APPLY TO A SPECIFIC PROBLEM, A SURVEY OF FIVE PRINCIPAL GROUPS COMPOSED OF PROFESSIONAL EVALUATORS, E.S.E.A. TITLE III STAFF, GRADUATE STUDENTS, LOCAL SCHOOL STAFF, AND ADMINISTRATORS WAS CONDUCTED. AN EIGHTY-FIVE ITEM INSTRUMENT EMPLOYING A SEVEN-POINT SCALE FOR APPLICABILITY RATINGS WAS DEVELOPED. ANALYSIS SUGGESTS DIFFERENCES BETWEEN SOME GROUPS ON SOME OF THE ITEMS. THE DEVICE AND METHODOLOGY REPORTED SHOULD IMPROVE COMMUNICATION BETWEEN EVALUATORS AND CLIENTS, HELP FOCUS EVALUATIONS IN AN EFFICIENT MANNER, AND IDENTIFY SPECIFIC DECISIONS THAT CHARACTERIZE THE EVALUATIVE ENTERPRISE. A SURVEY PROBLEM STATEMENT, INSTRUCTIONS FOR COMPLETING THE SURVEY, DISTRIBUTION OF RESPONSES FOR EACH ITEM, AND OTHER RELEVANT STATISTICS ARE INCLUDED. (AUTHOR/LR)

ORI 5823 ED 046 884
HEATH, ROBERT W., AND OTHERS
EVALUATION OF AN E.P.D.A. INSTITUTE *TEACHERS FOR MULTICULTURAL EDUCATION..

STANFORD UNIV., CALIF. STANFORD CENTER FOR RESEARCH AND DEVELOPMENT IN TEACHING.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
EDRS PRICE MF-$0.65 HC-$3.29
OEC-6-10-078 24
R&D-MEMO-68 BR-5-0252
PUB DATE - JUL 70 61P.

DESCRIPTORS - *CROSS CULTURAL TRAINING; ELEMENTARY SCHOOL TEACHERS; *INSTITUTES (TRAINING PROGRAMS); NEGRO CULTURE; PROGRAM EVALUATION; *RACIAL ATTITUDES; RACISM; *TEACHER ATTITUDES

ABSTRACT - AN INSTITUTE TO RETRAIN TEACHERS (K-8) FOR MULTICULTURAL EDUCATION WAS EVALUATED TO DETERMINE 1) TYPES OF KNOWLEDGE RELEVANT TO TEACHING IN A MINORITY COMMUNITY THAT CAN SUCCESSFULLY BE TAUGHT IN AN 8-WEEK SUMMER INSTITUTE AND 2) CHANGES IN ATTITUDE AND CONCEPTUAL STRUCTURE ASSOCIATED WITH THE INSTITUTE. THE PROGRAM INCLUDED SENSITIVITY TRAINING SESSIONS, ROLE PLAYING ACTIVITIES, AND EDUCATIONAL SEMINARS. PARTICIPANTS WERE CERTIFIED TEACHERS WITH AT LEAST ONE YEAR OF EXPERIENCE IN THE DISTRICT (RAVENSWOOD, CALIFORNIA); THEY WERE EMPLOYED FOR THE SUCCEEDING YEAR TO COMPLETE THE INSERVICE CURRICULUM-DEVELOPMENT PART OF THE PROJECT. INSTRUMENTS DEVELOPED FOR USE IN EVALUATION WERE A 28-ITEM ATTITUDE INVENTORY TO MEASURE ATTITUDE TOWARD RACIAL AND ETHNIC GROUPS; TWO 20-ITEM WORD ASSOCIATION SCALES TO ASSESS ATTITUDE TOWARD CONCEPTS GIVEN EMPHASIS IN THE TRAINING; AND A 150-ITEM FINAL EXAMINATION COVERING THE SIX INSTRUCTIONAL UNITS: BLACK EXPERIENCE IN LITERATURE, RACISM AND PREJUDICE, HISTORY OF THE CIVIL RIGHTS MOVEMENT, HISTORY OF TROPICAL AFRICA IN THE 19TH CENTURY, AFRO-AMERICAN HISTORY, AND CONTEMPORARY EDUCATION OF AFRO-AMERICANS. INSTRUMENTS WERE ADMINISTERED AS PRE- AND POSTTESTS TO PARTICIPANTS (N=25) AND AS POSTTESTS TO A CONTROL GROUP (N=20). ALTHOUGH FINDINGS INDICATED MORE SUCCESS IN CORRECTING MISINFORMATION AND IMPARTING NEW KNOWLEDGE THAN IN CHANGING ATTITUDES, THE INSTITUTE WAS CONSIDERED SUCCESSFUL. (FINDINGS AND INSTRUMENTS ARE INCLUDED.) (JS)

ORI 5841
SMITH, DENNIS L.; DAWSON, MARVIN
IS INSERVICE IRRELEVANT?

EDUCATIONAL TELEVISION; V3 P6 FEB 1971
PUB DATE - ND

DESCRIPTORS - *INSERVICE PROGRAMS; *EVALUATION TECHNIQUES; *TEACHER ATTITUDES; STUDENT EVALUATION; INSERVICE TEACHER EDUCATION; RELEVANCE (EDUCATION)
IDENTIFIERS - STUDENT PERCEPTIONS OF CLASSROOM SITUATION; OSGOODS BIPOLAR-ADJECTIVE TECHNIQUE; SPOCS

ABSTRACT - WITH INCREASING DEMANDS FOR INSERVICE EDUCATIONAL PROGRAMS, INVESTIGATORS ARE SETTING OUT TO DETERMINE AS OBJECTIVELY AS POSSIBLE TO WHAT DEGREE, IF ANY, SUCH PROGRAMS ARE IMPROVING TEACHING PRACTICES. TO EFFECTIVELY EVALUATE THE PROGRAM, INVESTIGATORS FOLLOWED THE TRADITIONAL APPROACH OF QUESTIONING THE PARTICIPANTS THEMSELVES AND EXAMINE PRINCIPALS' EVALUATIONS OF THE PARTICIPANTS AS A PRE- AND POST-STUDY OF TEACHERS. AN EXPERIMENTAL GROUP OF 20 SECONDARY TEACHERS FROM ALABAMA AND A 14-TEACHER CONTROL GROUP TOOK PART IN THE INSERVICE SOCIAL STUDIES SUBJECT AREA STUDY. THE INVESTIGATORS EMPLOYED TWO PRIMARY INSTRUMENTS OF EVALUATION: (1) STUDENT PERCEPTIONS OF CLASSROOM SITUATION (SPOCS) AND (2) A SCALE BASED ON OSGOODS BIPOLAR-ADJECTIVE TECHNIQUE. NO NEGATIVE RESPONSE CONCERNING THE INSERVICE PROGRAM WAS RECEIVED FROM THE INSERVICE PARTICIPANTS. THE EXPERIMENTAL GROUP'S RESPONSES WERE SIGNIFICANTLY HIGHER THAN THOSE OF THE CONTROL GROUP AND INDICATED THAT THE PARTICIPANTS BELIEVED SIGNIFICANT CHANGES HAD OCCURRED AS A RESULT OF THE INSERVICE PROJECT. THE PRINCIPAL'S RATINGS CONFIRMED THESE FINDINGS. AN ANALYSIS OF STUDENT RESPONSES EVIDENCED ALMOST NO CONFIRMATION WHATSOEVER. IN FACT, AS INDICATED BY PRE- AND POST-TEST STUDENT EVALUATIONS ON THE BIPOLAR-ADJECTIVE INSTRUMENT THERE WAS A SIGNIFICANT DROP FOR MEMBERS OF BOTH EXPERIMENTAL AND CONTROL GROUPS, WITH NO SIGNIFICANT DIFFERENCES BETWEEN COMPARABLE RATINGS FOR MEMBERS OF THE TWO GROUPS. (CH)

ORI 5842
STANLEY, GENE EDMUND
A STUDY OF THE ATTITUDINAL CHANGE OF TEACHERS IN AN INSERVICE EDUCATION PROGRAM.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 DISSERTATION, OHIO STATE UNIVERSITY

DESCRIPTORS - *INSERVICE TEACHER EDUCATION; *TEACHER ATTITUDES; *INSERVICE PROGRAMS; *TEACHER IMPROVEMENT; PROFESSIONAL TRAINING; PROGRAM ATTITUDES

ABSTRACT - THE PURPOSE OF THIS STUDY WAS TO DETERMINE THE RELATIVE ATTITUDINAL CHANGE IN A POSITIVE DIRECTION OF PARTICIPANTS FOLLOWING A NINE-MONTH INSERVICE EDUCATION EXPERIENCE AND TO RELATE THESE CHANGES TO THE PARTICIPANTS' SCORES ON SCALES MEASURING CRITICAL THINKING, OPENNESS TO CHANGE, ORIGINALITY AND IDEATIONAL FLUENCY AND THE FACTORS OF FORMAL EDUCATION, TEACHING EXPERIENCE AND SEX. THE INSERVICE PROGRAM OBJECTIVES WERE BASED UPON FOUR MAJOR CONCEPTS WHICH CHARACTERIZED THE EDUCATIONAL DESIGN OF THE NEW SCHOOL: (1) SELF-DIRECTION OF THE PART OF PUPILS; (2) SMALL-GROUP INTERACTION FOR PUPILS; (3) LARGE-GROUP INSTRUCTION FOR PUPILS; AND (4) TEAM TEACHING ORGANIZATION FOR THE TEACHING STAFF. THE FOLLOWING CONCLUSIONS WERE JUDGED TO BE SUPPORTED BY THE FINDINGS OF THIS INVESTIGATION: (1) THE NINE-MONTH INSERVICE PROGRAM APPARENTLY PROVIDED THE NECESSARY AND SUFFICIENT CONDITIONS FOR POSITIVE ATTITUDE CHANGE TO OCCUR; (2) THE AMOUNT OF POSITIVE DIRECTIONAL ATTITUDE CHANGE OF PARTICIPANTS WAS SIGNIFICANT; (3) THE WOMEN IN THIS STUDY CHANGED IN A POSITIVE DIRECTION; (4) THE REMAINING SIX PREDICTOR VARIABLES APPEARED TO HAVE LITTLE OR NO PREDICTIVE VALUE IN TERMS OF ATTITUDE CHANGE; AND (5) MULTIPLE CORRELATIONS OF THE REMAINING SIX PREDICTOR VARIABLES INDICATE LITTLE OF NO PREDICTIVE VALUE IN TERMS OF ATTITUDE CHANGE. (AUTHOR/CH)

ORI 5843
POPHAM, W. JAMES
THE PERFORMANCE TEST: A NEW APPROACH TO THE ASSESSMENT OF TEACHING PROFICIENCY.

JOURNAL OF TEACHER EDUCATION; V19 N2 PP216-222 SUM 1968
PUB DATE - 68

DESCRIPTORS - *EVALUATION TECHNIQUES; *PERFORMANCE TESTS; PERFORMANCE CRITERIA; TASK PERFORMANCE; *TEACHING QUALITY; EFFECTIVE TEACHING; *TEACHER EVALUATION

ABSTRACT - ULTIMATE CRITERION OF TEACHER COMPETENCE CAN BE MEASURED IN TERMS OF PUPIL GROWTH. THE QUALITY OF LEARNING IN A GIVEN INSTRUCTIONAL SITUATION IS THE RESULT OF PARTICULAR INSTRUCTIONAL PROCEDURES EMPLOYED BY A PARTICULAR INSTRUCTOR FOR PARTICULAR STUDENTS WITH PARTICULAR GOALS IN MIND. ALTHOUGH THE INSTRUCTIONAL MEANS MAY VARY CONSIDERABLY FROM TEACHER TO TEACHER, BOTH MAY ACCOMPLISH IDENTICAL ENDS WITH EQUAL SUCCESS. A SERIES OF PERFORMANCE TESTS OF INSTRUCTOR COMPETENCE BEING DEVELOPED AT UNIVERSITY OF CALIFORNIA, LOS ANGELES CONSISTS OF: (1) A SET OF OPERATIONAL INSTRUCTIONAL OBJECTIVES, (2) A COLLECTION OF POSSIBLE LEARNING ACTIVITIES A TEACHER MAY WISH TO EMPLOY, AND (3) PRETESTS AND POSTTESTS. OBJECTIVES AND SUBJECT MATTER ARE GIVEN TO THE TEACHER ONE WEEK IN ADVANCE AND THE TEACHER PREPARED PLANS FOR TWO WEEKS OF TEACHING. THE PROJECT STAFF ADMINISTERS PRE- AND POSTTESTS. RESEARCH TO DATE HAS BEEN DESIGNED TO TEST THE VERY SIMPLE HYPOTHESIS THAT EXPERIENCED TEACHERS WILL PERFORM SIGNIFICANTLY BETTER ON THESE PERFORMANCE TESTS THAN INEXPERIENCED TEACHERS. IT IS OBVIOUS THAT THERE ARE OTHER BASES ON WHICH TO JUDGE WHETHER A TEACHER IS EFFECTIVE, BUT WHEN THESE OTHER INDICATORS ARE COMPARED WITH

THE TEACHER'S ABILITY TO PROMOTE IDENTIFIABLE STUDENT GROWTH, THEY SEEM FAR LESS DEFENSIBLE. (CH)

ORI 5844
KOVNER, ALBERT
A GUIDE FOR DESCRIBING CURRICULUM PRACTICES AND PROPOSALS.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 DISSERTATION, COLUMBIA UNIVERSITY

DESCRIPTORS - *CURRICULUM EVALUATION; ELEMENTARY SCHOOLS; SECONDARY SCHOOLS; CURRICULUM GUIDES; *GUIDELINES; *CURRICULUM DEVELOPMENT; *PROGRAM PROPOSALS; RESEARCH PROPOSALS

ABSTRACT - THE PURPOSE OF THE STUDY WAS TO DEVELOP GUIDELINES TO BE USED IN PREPARING REPORTS OF CURRICULUM PRACTICES AND PROPOSALS. THE GUIDELINES CALL FOR THE INCLUSION OF ALL RELEVANT CHARACTERISTICS OF THE PROPOSAL, INCLUDING WEAKNESSES AS WELL AS STRENGTHS. THE PROCEDURES FOLLOWED IN THE DEVELOPMENT OF THE GUIDE MAY BE SEEN AS FALLING INTO THREE CATEGORIES: (1) THE INITIAL FORM OF THE GUIDE, DESIGNED THROUGH MEETINGS WITH A WORKING COMMITTEE OF SCHOOL PRINCIPALS, CURRICULUM WORKERS, AND TEACHERS; (2) A SEARCH OF THE RELEVANT LITERATURE IN THE FIELD OF CURRICULUM DEVELOPMENT; AND (3) THE ANALYSIS OF A TENTATIVE GUIDE BY A SECOND GROUP OF EDUCATORS KNOWLEDGEABLE IN CURRICULUM MATTERS. THE FINAL FORM OF THE GUIDE, REFLECTING THE SUGGESTIONS MADE BY THE GROUP OF EXAMINERS, WAS THEN APPLIED IN THE ANALYSIS OF EXISTING CURRICULUMS AS WELL AS CURRICULUM PROPOSALS. THE GUIDE AIDS SCHOOL SYSTEMS IN DEVELOPING THEIR OWN RATIONALE FOR ANALYSIS OF CURRICULUM PROPOSALS AND, SERVES TO MINIMIZE THE SUBJECTIVE AND EMOTIONAL APPEAL OF THE PROPOSAL, BY ESTABLISHING POINTS OF EXAMINATION WHICH THE SCHOOL SYSTEM MAY DEVELOP AND APPLY TO ITS ASSESSMENT OF A PROPOSAL. (CH)

ORI 5845
WESSELMAN, ROY LEE
A STUDY OF THE EXTENT OF ASSOCIATION AMONG TEACHER DOGMATISM, EDUCATIONAL ATTITUDES, AND PUPIL ACHIEVEMENT IN MATHEMATICS.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 ED.D. DISSERTATION, TEXAS TECH UNIVERSITY.

DESCRIPTORS - *TEACHER ATTITUDES; ELEMENTARY SCHOOL MATHEMATICS; *ELEMENTARY SCHOOL TEACHERS; *DOGMATISM; TEACHER IMPROVEMENT; *EDUCATIONAL ATTITUDES; *ACADEMIC ACHIEVEMENT
IDENTIFIERS - THE ROKEACH DOGMATISM SCALE (SHORT FORM)

ABSTRACT - THE PROBLEM OF THE STUDY WAS THREE-FOLD. THE FIRST PART OF THE PROBLEM WAS TO EXAMINE RELATIONSHIPS AMONG TEACHER DOGMATISM, GENERAL AND SPECIFIC EDUCATIONAL ATTITUDES, AND PUPIL ACHIEVEMENT. THE SECOND PART OF THE PROBLEM WAS TO DETERMINE IF TEACHERS DIFFER SIGNIFICANTLY IN SELECTED BELIEFS AND ATTITUDES WHEN THEIR RESPONSES WERE GROUPED ACCORDING TO THEIR DOGMATISM SCORES AND BIOGRAPHICAL BACKGROUND CHARACTERISTICS. THE THIRD PART OF THE STUDY WAS TO DETERMINE IF PUPILS DIFFERED IN GAIN IN MATHEMATICS ACHIEVEMENT WHEN DIVIDED INTO GROUPS ACCORDING TO TEACHER DOGMATISM SCORES AND ABOVE AND BELOW EXPECTED PUPIL GAIN. THE SUBJECTS OF THE STUDY INCLUDED 53 SIXTH GRADE TEACHERS WHO WERE EXAMINED FOR RELATIONSHIPS AND DIFFERENCES IN REGARD TO DOGMATISM AND EDUCATIONAL ATTITUDES. TEACHER DATA WERE OBTAINED FROM THE ROKEACH DOGMATISM SCALE. THE FOLLOWING FINDINGS AND CONCLUSIONS DETERMINED FROM THE RESEARCH: (1) THE CONSISTENT RESPONSE PATTERNS OF TEACHER SUBJECTS INDICATED THAT CENTRAL BELIEF SYSTEMS WERE BEING MEASURED. (2) THE ROKEACH DOGMATISM SCALE IS A USEFUL PREDICTOR OF THE BELIEF SYSTEMS IDENTIFIED. (3) EDUCATIONAL PERCEPTIVES ITEMS ARE USEFUL PREDICTORS OF DOGMATISM. (CH)

ORI 5846
SCHMELTEK, RAYMOND CHARLES
A STUDY OF ATTITUDE CHANGE OF ELEMENTARY TEACHER IN AN IN-SERVICE MATHEMATICS EDUCATION PROGRAM.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 PH.D. DISSERTATION, UNIVERSITY OF WISCONSIN

DESCRIPTORS - *ELEMENTARY SCHOOL TEACHERS; TEACHING TECHNIQUES; *ELEMENTARY SCHOOL MATHEMATICS; *INSERVICE TEACHER EDUCATION; *TEACHER IMPROVEMENT; *TEACHER ATTITUDES; CHANGING ATTITUDES
IDENTIFIERS - WISCONSIN IN-SERVICE SELF-IMPROVEMENT; MULTIMEDIA TEACHER EDUCATION PROGRAM.

ABSTRACT - CURRENT EMPHASIS UPON MODERN, OR CONTEMPORARY, MATHEMATICAL CONTENT AND EMPHASIS UPON NEW INSTRUCTIONAL TECHNIQUES HAS BROUGHT INTO FOCUS CERTAIN NEEDS FOR IN-SERVICE EDUCATION. THE ATTITUDES OF ELEMENTARY SCHOOL TEACHERS TOWARD THE METHODS OF IN-SERVICE EDUCATION AND TOWARD MATHEMATICS SEEM TO BE CRUCIAL. IN ORDER TO MEET THE NEEDS OF WISCONSIN ELEMENTARY SCHOOL TEACHERS IN THE TEACHING OF MATHEMATICS AN IN-SERVICE PROJECT WISIMTEP (WISCONSIN IN-SERVICE SELF-IMPROVEMENT MULTIMEDIA TEACHER EDUCATION PROGRAM WAS LAUNCHED. THE PURPOSE OF THE STUDY WAS TO MEASURE CHANGES IN ATTITUDE TOWARD MATHEMATICS AND TOWARD TELEVISION INSTRUCTION, RADIO INSTRUCTION, HOMEWORK ASSIGNMENTS, LECTURE-DISCUSSION SEMINARS, AND TEXTBOOKS AS INSTRUCTIONAL TECHNIQUES USED IN IN-SERVICE EDUCATION. THE POPULATION USED IN THE STUDY INCLUDED 213 PERSONS ENROLLED IN THE COURSE. IT WAS CONCLUDED THAT AN IN-SERVICE COURSE IN THE TEACHING OF MATHEMATICS CAN CHANGE THE ATTITUDES OF TEACHERS TOWARD MATHEMATICS IN A

POSITIVE DIRECTION. IT WAS ALSO CONCLUDED THAT ATTITUDES WERE SIGNIFICANTLY CHANGED IN A POSITIVE DIRECTION TOWARD THE INSTRUCTIONAL TECHNIQUES OF TELEVISION INSTRUCTION, LECTURE-DISCUSSION SEMINARS, HOMEWORK ASSIGNMENTS, AND TEXTBOOKS. WITH THE RAPIDLY GROWING NEED FOR RETRAINING IN THE TEACHING PROFESSION AND THE SHORTAGE OF QUALIFIED INSTRUCTIONAL STAFF TO PROVIDE THIS RETRAINING, TELEVISION INSTRUCTION, SUPPLEMENTED WITH OTHER INSTRUCTIONAL TECHNIQUES, CAN HELP RELIEVE THE PRESSURE OF A HEAVY LECTURE-DISCUSSION SCHEDULE FOR THESE INSTRUCTORS. (AUTHOR/CH)

ORI 5847
MAAKJNSEN, HARRY OLAV
AN INVESTIGATION OF THE RELATIONSHIP BETWEEN SELECTED PSYCHOLOGICAL CHARACTERISTICS OF STUDENTS AND PERFORMANCE IN AN AUDIO TUTORIAL GENETICS PROGRAM.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (ORDER NO. 70-12,778, MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 791P.PH.D. DISSERTATION, SYRACUSE UNIVERSITY

DESCRIPTORS - *PSYCHOLOGICAL CHARACTERISTICS; *INDIVIDUAL CHARACTERISTICS; GENETICS; *TUTORIAL PROGRAMS; AUDIO ACTIVE COMPARE LABORATORIES; TAPE RECORDINGS; *ACADEMIC PERFORMANCE
IDENTIFIERS - AUDIO TUTORIAL PROGRAMS

ABSTRACT - IT WAS THE PURPOSE OF THIS STUDY TO INVESTIGATE THE RELATIONSHIPS BETWEEN SELECTED PSYCHOLOGICAL CHARACTERISTICS OF STUDENTS AND PERFORMANCE IN AN AUDIO-TUTORIAL GENETICS PROGRAM AT SYRACUSE UNIVERSITY. THE RESEARCH DESIGN UTILIZED MULTIPLE LINEAR REGRESSION ANALYSIS TO DETERMINE THE ABILITY OF COGNITIVE PREDICTORS TO ACCOUNT FOR THE VARIANCE IN THE CRITERION FOR THE A-T COURSE. ON THE BASIS OF EVIDENCE COLLECTED IN THIS STUDY, IT WOULD APPEAR THAT STUDENTS GENERALLY PREFER THE A-T MODE OF INSTRUCTION TO THE TRADITIONAL LECTURE RECITATION APPROACH. IN PREDICTING STUDENT ACHIEVEMENT IN A-T GENETICS, THE COGNITIVE PREDICTORS WERE OF MUCH VALUE, ACCOUNTING FOR 38 PERCENT OF THE VARIANCE IN STUDENT ACHIEVEMENT SCORES. ON THE BASIS OF THIS RESEARCH, IT WOULD APPEAR THAT STUDENT ACHIEVEMENT IN AUDIO-TUTORIAL GENETICS CAN BEST BE PREDICTED BY USING A MULTIPLE REGRESSION INCORPORATING THE FOLLOWING FACTORS: (1) SCAT-J SCORES, (2) SEX OF THE STUDENT, (3) WORD FLUENCY SCORES, (4) DEPENDENCY NEEDS SCORES, (5) IDEATIONAL FLUENCY SCORES, (6) SCAT-V SCORES. THESE FACTORS CONSTITUTE THE BEST PREDICTORS DERIVED FROM THE FULL SET OF PREDICTOR VARIABLES. (AUTHOR/CH)

ORI 5848
MACNAMARA, ROBERT JOHN, JR.
THE EFFECT OF SUBJECT MATTER KNOWLEDGE AND CERTAIN SELECTED ATTITUDES UPON THE USE OF VERBAL BEHAVIORS BY SOCIAL STUDIES STUDENT TEACHERS.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (ORDER NO. 70-13,857, MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 104P.ED.D. DISSERTATION, PENNSYLVANIA STATE UNIVERSITY

DESCRIPTORS - VERBAL ABILITY; EDUCATIONAL STRATEGIES; *TEACHER RESPONSIBILITY; *TEACHER ATTITUDES; STUDENT TEACHERS; *VERBAL COMMUNICATION; *TEACHER BEHAVIOR; *TEACHER CHARACTERISTICS; SOCIAL STUDIES
IDENTIFIERS - SOCIAL EMOTIONAL CLASSROOM CLIMATE INDEX

ABSTRACT - MANY EDUCATORS TODAY BELIEVE THAT ONLY THE LEARNER CAN CONSUMMATE THE LEARNING ACTIVITY. IN THIS SCHOOL OF THOUGHT, THE TEACHER'S MAIN OBLIGATION IS TO CREATE THE ATMOSPHERE OR CLIMATE IN WHICH THIS CONSUMMATION CAN TAKE PLACE. THIS STUDY ATTEMPTED TO ISOLATE SEVERAL VARIABLES OF ABILITY AND ATTITUDE THAT MIGHT BE CONSIDERED AS COMPONENTS OF A TEACHER'S PERSONALITY AND EXPLORE THE RELATIONSHIP, IF ANY, WITH THE PROPORTION OF LEARNER-CENTERED VERBAL BEHAVIORS OBSERVED. THE GROUP BEING STUDIED WAS COMPOSED OF 60 SOCIAL STUDIES STUDENT TEACHERS AT KENT STATE UNIVERSITY. THEY WERE TESTED ON THE ISOLATED VARIABLES OF TEACHER POSSESSION OF SUBJECT MATTER KNOWLEDGE, TEACHER EXPRESSED INTEREST IN PROBLEM SOLVING, TEACHER ATTITUDE TOWARD SELF AND OTHERS, AND TEACHER RIGIDITY OF THOUGHT. DURING THE TERM THEY WERE OBSERVED WHILE TEACHING A LESSON OF ECONOMICS IMPORTANCE. BASED ON THE RESULTS OF THE STATISTICAL TREATMENT OF THE DATA OBTAINED, THE FOLLOWING CONCLUSIONS SEEM TO BE IN ORDER: (1) THE ISOLATED VARIABLES OF TEACHER POSSESSION OF SUBJECT MATTER KNOWLEDGE AND TEACHER EXPRESSED ACCEPTANCE OF SELF AND OTHERS ARE POSITIVELY AND SIGNIFICANTLY RELATED TO THE PROPORTION OF LEARNER-CENTERED VERBAL BEHAVIORS OBSERVED, (2) THE VARIABLE OF TEACHER RIGIDITY IS NEGATIVELY AND SIGNIFICANTLY RELATED TO THE PROPORTION OF LEARNER-CENTERED VERBAL BEHAVIORS OBSERVED, (3) THE VARIABLE OF TEACHER ATTITUDE TOWARD PROBLEM SOLVING IS POSITIVELY, BUT NOT SIGNIFICANTLY RELATED TO THE PROPORTION OF LEARNER-CENTERED VERBAL BEHAVIORS OBSERVED. THIS APPEARS TO BE A RESULT OF THE INSTRUMENT USED IN THIS STUDY. (4) THE ISOLATED VARIABLES IN THIS STUDY ACCOUNT FOR ONLY 43 PERCENT OF THE VARIATION IN THE PROPORTION OF LEARNER-CENTERED VERBAL BEHAVIORS OBSERVED. (AUTHOR/CH)

ORI 5849
SMITH, CHARLES FRANK, JR.
A STUDY OF THE ATTITUDES OF TEACHERS IN TITLE I AND NON-TITLE I DEPRESSED AREA ELEMENTARY SCHOOLS TOWARD PUPIL-TEACHER RELATIONS AS MEASURED BY THE MINNESOTA TEACHER ATTITUDE INVENTORY.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 DISSERTATION, MICHIGAN STATE UNIVERSITY

DESCRIPTORS - *TEACHER ATTITUDES; *DEPRESSED

AREAS (GEOGRAPHIC); EVALUATION TECHNIQUES; *ELEMENTARY SCHOOLS; ELEMENTARY SCHOOL TEACHERS; ELEMENTARY SCHOOL STUDENTS; STUDENT SCHOOL RELATIONSHIP; *STUDENT TEACHER RELATIONSHIP; *SLUM SCHOOLS
IDENTIFIERS - MINNESOTA TEACHER ATTITUDE INVENTORY; MTAI; TITLE I PROGRAMS

ABSTRACT - THE CENTRAL PURPOSE OF THIS STUDY WAS TO DETERMINE AFTER ONE YEAR'S OPERATION OF A TITLE I PROGRAM HOW THE ATTITUDES OF FOURTH, FIFTH, AND SIXTH GRADE TEACHERS IN EIGHT SCHOOLS PARTICIPATING IN THE PROGRAM COMPARED WITH THE ATTITUDES OF TEACHERS OF THE SAME GRADES IN FIVE DEPRESSED AREA SCHOOLS NOT PARTICIPATING. THE 103 SUBJECTS, IN THE STUDY WERE TEACHERS OF READING, ARITHMETIC, HOMEROOM SUBJECTS, OR SELF-CONTAINED CLASSROOM SUBJECTS IN GRADES FOUR, FIVE AND SIX IN 13 SIMILAR SCHOOLS. FINDINGS OF THIS INVESTIGATION SUPPORT THE FOLLOWING KINDS OF CONCLUSIONS: (1) THE INITIAL MINNESOTA TEACHER ATTITUDE INVENTORY (MTAI) MEAN SCORES OF TITLE I AND NON-TITLE I TEACHERS WERE NOT SIGNIFICANTLY DIFFERENT. (2) THE MTAI MEAN SCORES OF BOTH TITLE I AND NON-TITLE I TEACHERS WERE GENERALLY BELOW THE NORM MEASUREMENT FOR TEACHERS OF SIMILAR TRAINING AND EXPERIENCE. (3) WHITE TEACHERS REGARDLESS OF WHETHER THEY WERE TEACHING IN TITLE I OR NON TITLE I SCHOOLS HAD A SIGNIFICANTLY MORE POSITIVE MTAI MEAN SCORE THAN BLACK TEACHERS. ONE OF SEVERAL RECOMMENDATIONS STATED THAT IF A SCHOOL SYSTEM MUST HIRE TEACHERS WHO ARE LESS COMPETENT THAN ITS BEST TEACHERS, SUCH TEACHERS SHOULD NOT BE CONCENTRATED IN INNER-CITY SCHOOLS. (CH)

ORI 5850 ED 003 399
CYPHERT, FREDERICK R. ; SPAIGHTS, ERNEST
AN ANALYSIS AND PROJECTION OF RESEARCH IN TEACHER EDUCATION.

OHIO STATE UNIV., COLUMBUS. RESEARCH FOUNDATION.
EDRS PRICE MF-$0.45 HC-$12.96
24
CRP-F-015
PUB DATE - 64 324P.

DESCRIPTORS - CONFERENCES; EDUCATIONAL RESEARCH; RESEARCH METHODOLOGY; *RESEARCH OPPORTUNITIES; RESEARCH PROBLEMS; *TEACHER EDUCATION
IDENTIFIERS - COLUMBUS; OHIO

ABSTRACT - A CONFERENCE WAS HELD IN COLUMBUS, OHIO, ON MARCH 29 THROUGH APRIL 3, 1964, WHICH WAS DIVIDED INTO 3 PARTS. PART ONE, LASTING 2 DAYS, WAS A REVIEW AND ANALYSIS OF THE EXISTING RECENT RESEARCH IN THE FIELD OF TEACHER EDUCATION AS THAT FIELD HAS BEEN TRADITIONALLY DEPRIVED. PART TWO, LASTING 2 DAYS, ATTEMPTED TO STRETCH THE NORMAL BOUNDS PLACED ON THE DEFINITION OF RESEARCH IN TEACHER EDUCATION. PART THREE, WHICH WAS 1 DAY, CENTERED AROUND ACTIVITIES OF RANDOM SUBGROUPS OF PARTICIPANTS WHOSE TASKS WERE TO DELINEATE ISSUES AND ALTERNATIVES NOT FULLY DEVELOPED IN THE DISCUSSIONS OF THE TOTAL GROUP. SEVERAL REPORTS, COVERING THE ISSUES OF THE CONFERENCE, ARE INCLUDED UNDER THE FOLLOWING HEADINGS--(1) A BRIEF ANNOTATED BIBLIOGRAPHY OF RECENT RESEARCH IN TEACHER EDUCATION, (2) STATUS OF RESEARCH IN TEACHER EDUCATION, AND (3) PROJECTION OF RESEARCH IN TEACHER EDUCATION. (HB)

ORI 5861
MCCANN, JERRY DEAN
IN-SERVICE TEACHER TRAINING: AN EVALUATION.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 DISSERTATION, UNIVERSITY OF CALIFORNIA AT BERKELEY

DESCRIPTORS - *FAMILY LIFE; *INSERVICE TEACHER EDUCATION; *TEACHER ATTITUDES; PROGRAM ATTITUDES; *PROGRAM EVALUATION
IDENTIFIERS - *OMNIBUS PERSONALITY INVENTORY

ABSTRACT - THIS STUDY ASSESSES THE EFFECTS OF INSERVICE TRAINING AND PRACTICAL TEACHING EXPERIENCES ON KNOWLEDGE, ATTITUDES, AND INTELLECTUAL DISPOSITIONS OF PARTICIPANTS WHO TEACH FAMILY LIFE EDUCATION. BEFORE THE INSERVICE TRAINING, TEACHERS WHO HAD TAUGHT A UNIT IN FAMILY LIFE EDUCATION WERE BETTER ADJUSTED SOCIALLY AND WERE MORE INCLINED TOWARD SCHOLASTIC AND INTELLECTUAL ENDEAVORS, AND ALSO DISPLAYED MORE KNOWLEDGE AND UNDERSTANDING OF FAMILY LIVING CONCEPTS. THE OMNIBUS PERSONALITY INVENTORY WAS USED TO COLLECT DATA FROM WHICH GENERAL CONCLUSIONS WERE THAT: THE INSERVICE PROGRAMS IN FAMILY LIFE EDUCATION HAD SIGNIFICANT EFFECTS ON THE KNOWLEDGE AND CERTAIN ATTITUDES OF THE TEACHERS, BUT WAS NOT EFFECTIVE IN INCREASING THE INTELLECTUAL DISPOSITIONS OR SCHOLASTIC ENDEAVORS OF THE PARTICIPANTS; WHEN ASSOCIATED WITH ACTUAL TEACHING EXPERIENCE, THE TRAINING PROGRAM HAD NO MORE EFFECT ON THE KNOWLEDGE LEVELS, ATTITUDES, OR INTELLECTUAL AND SCHOLASTIC ACTIVITIES, THAN COULD BE ATTRIBUTED TO CHANCE. (CH)

ORI 5862 ED 030 609
SMITH, LOUIS M.; KLEINE, PAUL F.
TEACHER AWARENESS: SOCIAL COGNITION IN THE CLASSROOM.

CENTRAL MIDWESTERN REGIONAL EDUCATIONAL LAB., ST. ANN, MO.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
EDRS PRICE MF-$0.25 HC-$1.05
OEC-3-7-070310-1605
PUB DATE - AUG 68 19P.

DESCRIPTORS - *COGNITIVE ABILITY; *STUDENT ATTITUDES; *STUDENT TEACHER RELATIONSHIP; *TEACHER CHARACTERISTICS

ABSTRACT - AN EXPERIMENT WAS CONDUCTED TO TEST THREE HYPOTHESES: (1) AS TEACHER COGNITIVE COMPLEXITY INCREASES THEN TEACHER AWARENESS INCREASES, (2) AS TEACHER COGNITIVE DIFFERENTIATION INCREASES THEN TEACHER AWARENESS INCREASES, (3) AS TEACHER AWARENESS INCREASES THEN PUPIL ESTEEM FOR THE TEACHER INCREASES. MEASUREMENTS WERE MADE IN THE LATE SPRING USING 69 TEACHERS AND THEIR FIFTH AND SIXTH GRADE CLASSES FROM A FOUR-STATE AREA. TEACHER AWARENESS WAS MEASURED BY CORRELATING

TEACHER RANK-ORDER RATINGS WITH PUPIL SOCIOMETRIC RATINGS OF PUPILS' POPULARITY, ARITHMETIC ABILITY, AND PSYCHOMOTOR ABILITY. COGNITIVE COMPLEXITY WAS MEASURED USING THE KELLY REPTEST, AND COGNITIVE DIFFERENTIATION WAS MEASURED USING A FORM OF THE WITKIN EMBEDDED FIGURES TEST (EFT). A MODIFICATION OF THE HALPIN LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE WAS USED TO MEASURE PUPIL ESTEEM OF THE TEACHER. HYPOTHESES 2 AND 3 WERE SUPPORTED BUT HYPOTHESIS 1 WAS NOT SUPPORTED. LOW CORRELATIONS BETWEEN COGNITIVE COMPLEXITY AND COGNITIVE DIFFERENTIATION SUGGEST THAT RESEARCH IS NEEDED IN THAT AREA. DATA INDICATED THAT TEACHER COGNITIVE COMPLEXITY IS RELATED TO PUPIL ESTEEM BUT THAT COGNITIVE DIFFERENTIATION IS NOT. (DISCUSSION OF THE FINDINGS INCLUDES SUGGESTIONS FOR FURTHER RESEARCH ON THE NATURE OF SOCIAL COGNITION AND ON TEACHER AWARENESS; SPECIFIC IMPLICATIONS FOR TEACHERS ARE ALSO INDICATED. AN 18-ITEM BIBLIOGRAPHY IS INCLUDED.) (JS)

ORI 5881
MCBRIDE, ROBIN S.
PREDICTION OF DRIVING BEHAVIOR FOLLOWING A GROUP DRIVER IMPROVEMENT SESSION.

JOURNAL OF APPLIED PSYCHOLOGY; V5 N1 PP45-49 FEB1970
PUB DATE - ND

DESCRIPTORS - GROUP INSTRUCTION; *DRIVER EDUCATION; TRAFFIC SAFETY; *BEHAVIOR CHANGE; *EVALUATION
IDENTIFIERS - GORDON PERSONAL PROFILE

ABSTRACT - A GROUP OF NEGLIGENT DRIVERS, REQUESTED BY THE CALIFORNIA DEPARTMENT OF MOTOR VEHICLES TO ATTEND A DRIVER IMPROVEMENT MEETING, WAS ADMINISTERED A PERSONALITY TEST AND QUESTIONNAIRE. THE PURPOSE OF THE STUDY WAS TO DETERMINE THE EXTENT TO WHICH DRIVING PERFORMANCE FOLLOWING THE MEETING COULD BE PREDICTED. THE GORDON PERSONEL PROFILE AND A SHORT QUESTIONNAIRE WERE ADMINISTERED TO 75 DRIVERS WHO ATTENDED THE GROUP DRIVER IMPROVEMENT MEETINGS. THE DRIVERS WERE TESTED IN THREE AREAS: LOS ANGELES, SACRAMENTO, AND STOCKTON. THE TEST MATERIAL WAS ADMINISTERED AT THE BEGINNING OF THE DRIVER IMPROVEMENT MEETING (DIM) TO REDUCE THE POSSIBILITY OF INTERACTION BETWEEN THE IMPROVEMENT MESSAGE AND THE QUESTIONNAIRE-PERSONALITY PROFILES RESPONSES. THE MULTIPLE REGRESSION RESULTS INDICATED THAT AGE, SEX, EMOTIONAL RESPONSE TO THE MEETING, AND THE GORDON PERSONAL PROFILE TRAITS WERE SIGNIFICANTLY RELATED TO A 2-YEAR SUBSEQUENT DRIVING RECORD. THE RESULTS SUGGEST THAT THE TEST BATTERY HAS DIAGNOSTIC AND PREDICTIVE POTENTIAL FOR USE IN DRIVER IMPROVEMENT PROGRAMS. (CH)

ORDI 5883
PORTER, JAMES HURT, JR.
CORRELATION OF TEACHER ATTITUDES WITH LEARNING AMONG SELECTED DISADVANTAGED ELEMENTARY STUDENTS.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH., 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 DISSERTATION, TEXAS A AND M UNIVERSITY

DESCRIPTORS - *TEACHER ATTITUDES; *CULTURALLY DISADVANTAGED; *DISADVANTAGED YOUTH; ACHIEVEMENT RATING; *TEACHER INFLUENCE; *ELEMENTARY SCHOOL STUDENTS; CORRELATION; LEARNING
IDENTIFIERS - MINNESOTA TEACHER ATTITUDE INVENTORY; PORTER TEACHER ATTITUDE INVENTORY

ABSTRACT - THE STUDY WAS CONCERNED WITH THE INVESTIGATION OF TEACHER ATTITUDES TOWARD DISADVANTAGED PUPILS IN AN ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECT IN SAN ANTONIO, TEXAS. SIX TEACHERS WHO HAD PUPIL-CENTERED ATTITUDES, AND SIX WHO DID NOT HAVE THIS TYPE ATTITUDE, WERE SELECTED FOR THE STUDY. ALL WERE ADMINISTERED THE MINNESOTA TEACHER ATTITUDE INVENTORY AND THE PORTOR TEACHER ATTITUDE INVENTORY. THE MAJOR CONCLUSIONS OF THE STUDY WERE: (1) MOST OF THE TEACHERS PARTICIPATING IN THE STUDY HAD A FIRM CONVICTION THAT DISADVANTAGED CHILDREN ARE EDUCABLE UP TO A CERTAIN POINT; (2) FRUSTRATION AND IMPATIENCE WERE MAJOR ATTITUDES OF THE TEACHERS TOWARD THE LEARNING SITUATION OF THE PUPILS; (3) THE LOW ATTITUDE TEACHERS WERE PERSONS WITH DEFENSIVE ATTITUDES AS REPRESENTED BY THEIR CRITICISM OF THE ESTABLISHMENT AS IT RELATED TO THEIR PROFESSIONAL RESPONSIBILITIES. THE POSITIVE CORRELATION BETWEEN THE MINNESOTA TEACHER ATTITUDE INVENTORY AND THE PORTER TEACHER ATTITUDE INVENTORY INDICATES THAT RECOMMENDATIONS FOR ITS PRACTICALITY IN IDENTIFYING BETTER TEACHERS FOR THE DISADVANTAGED MAY BE DEVELOPED FOR FUTURE USE. (AUTHOR/CH)

ORI 5884
DAUW, EDWARD GUSTAV.
THE EFFECTS OF A SPECIAL CURRICULUM AND SEPARATE PHYSICAL FACILITY ON A POPULATION OF UNSUCCESSFUL HIGH SCHOOL STUDENTS.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY ORDER NO 70-14,495)
PUB DATE - 69 156P.PH.D. DISSERTATION, UNIVERSITY OF MICHIGAN

DESCRIPTORS - *CURRICULUM DEVELOPMENT; *PHYSICAL ENVIRONMENT; *PHYSICAL FACILITIES; LOW ACHIEVEMENT FACTORS; *HIGH SCHOOL STUDENTS; ACADEMIC FAILURE; *DISADVANTAGED YOUTH
IDENTIFIERS - PONTIAC INDIVIDUALIZED INSTRUCTION PROGRAM; IIP; COTTLES SCHOOL INTEREST INVENTORY; COPPERSMITHS SELF-ESTEEM INVENTORY

ABSTRACT - THE PONTIAC PUBLIC SCHOOL SYSTEM, CONCERNED WITH A SENIOR HIGH SCHOOL DROPOUT RATE OF 17.1 PERCENT, RECOGNIZED THE NEED TO DEVELOP A PROGRAM DESIGNED TO MEET THE NEEDS OF CERTAIN DISADVANTAGED STUDENTS. THE SCHOOL DISTRICT PURCHASED A HOME IN THE HEART OF THE CITY TO HOUSE THE PROGRAM. A PROJECT COORDINATOR AND THREE TEACHERS WERE SELECTED. FORTY-FIVE STUDENTS CHARACTERIZED BY VARIOUS

COMBINATIONS OF POOR ATTENDANCE, LOW ACHIEVEMENT, AND BEHAVIOR OR SOCIO-PSYCHOLOGICAL PROBLEMS WERE ENROLLED. A MATCHED SAMPLE OF 36 STUDENTS WHO ATTENDED THE REGULAR HIGH SCHOOL SETTING ACTED AS THE CONTROL GROUP. IN THE CASE OF SCHOOL ATTENDANCE, DROPOUT POTENTIAL, DROPOUT RATE, STUDENT OPINIONS, AND THE GRADUATE FOLLOW-UP STUDY THE NULL HYPOTHESIS WAS REJECTED. STUDENT SELF-CONCEPT SHOWED NO SIGNIFICANT GAINS. THERE WAS NO SIGNIFICANT DIFFERENCE BETWEEN THE ATTITUDES OF THE TWO SAMPLES OF TEACHERS WHICH INDICATES, AS FAR AS ATTITUDES ARE CONCERNED, SPECIALLY TRAINED TEACHERS FOR THESE DISADVANTAGED STUDENTS ARE NOT NECESSARY. THE PONTIAC INDIVIDUALIZED INSTRUCTION PROGRAM (I.I.P.) HAS INCORPORATED CERTAIN MEANINGFUL EDUCATIONAL PRACTICES IN ATTEMPTING TO EFFECTIVELY MEET THE NEEDS OF THESE DISADVANTAGED STUDENTS. THE ASSESSMENT OF THE IIP HAS SHOWN THAT THE PROGRAM HAS SHOWN A SIGNIFICANT RELATIONSHIP IN CHANGING STUDENT BEHAVIOR AND IN IMPROVING ACADEMIC ACHIEVEMENT. (CH)

ORI 5885
HOWARD, JAMES MERLE.
THE RELATIONSHIP OF ORGANIZATIONAL AND LEADER FACTORS TO COMMUNICATION EFFECTIVENESS IN ILLINOIS PUBLIC JUNIOR COLLEGES.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (ORDER NO. 70-11,953, MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 70 ED.D. DISSERTATION, ILLINOIS STATE UNIVERSITY

DESCRIPTORS - *COMMUNICATIONS SKILLS; INTERSCHOOL COMMUNICATION; *LEADERSHIP QUALITIES; *SUPERVISORY METHODS; SCHOOL ORGANIZATION; *JUNIOR COLLEGES; LEADERSHIP STYLES; SUCCESS FACTORS
IDENTIFIERS - ILLINOIS PUBLIC JUNIOR COLLEGES

ABSTRACT - COMMUNICATIONS BETWEEN INDIVIDUALS OF SIMILAR EXPERTISE FORCED BY ORGANIZATIONAL STRUCTURE INTO RELATIVE SUPERORDINATE-SUBORDINATE RELATIONSHIPS SEEM PRONE TO FAILURE. IT WAS THE INTENT OF THIS STUDY TO TEST EMPIRICALLY THE RELATIONSHIP BETWEEN (1) SUPERORDINATE LEADER VARIABLES, (2) ORGANIZATIONAL VARIABLES, AND (3) THE EFFECTIVENESS OF COMMUNICATIONS INITIATED BY THE LEADER IN AN EDUCATIONAL SETTING. ILLINOIS PUBLIC JUNIOR COLLEGES AND THEIR PROFESSIONAL PERSONNEL SERVED AS THE SOURCES OF DATA COLLECTION. MEASUREMENT OF THE DEPENDENT VARIABLE, EFFECTIVE COMMUNICATION, WAS ACHIEVED THROUGH AN INSTRUMENT CALLED THE COMMUNICATION EFFECTIVENESS QUESTIONNAIRE, DEVELOPED FOR USE IN THIS STUDY. LEADER VARIABLES WERE SUBDIVIDED INTO TWO CLASSES: (1) LEADERSHIP BEHAVIOR, MEASURED BY THE LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE, AND (2) LEADER BACKGROUND, MEASURED BY NUMERICAL COUNTS OF TRAINING AND EXPERIENCE. GENERAL CONCLUSIONS WERE THAT TWO SINGLE VARIABLES, SIZE OF THE COLLEGE NEGATIVE RELATIONSHIP AND THE CONSIDERATION DIMENSION OF THE PRESIDENT'S MEASURED LEADERSHIP BEHAVIOR POSITIVE RELATIONSHIP ACCOUNT FOR MOST OF THE PREDICTIVE POWER IN EACH MODEL TESTED. THE FINDINGS IMPLY THAT (1) THE COMPLEX STRUCTURAL ASPECTS OF "BIGNESS" IN EDUCATIONAL ORGANIZATIONS MAKE EFFECTIVE COMMUNICATIONS BETWEEN SUPERORDINATES AND SUBERORDINATES MORE DIFFICULT, AND (2) CONSIDERATE, EMPATHETIC BEHAVIOR BY SUPERORDINATES TOWARD SUBORDINATES SIGNIFICANTLY IMPROVES COMMUNICATIONS BETWEEN THE TWO GROUPS. (CH)

ORI 5901
BANE, ROBERT KING
RELATIONSHIPS BETWEEN MEASURES OF EXPERIMENTAL, COGNITIVE, AND AFFECTIVE TEACHING BEHAVIOR AND SELECTED TEACHER CHARACTERISTICS.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 DISSERTATION, UNIVERSITY OF FLORIDA

DESCRIPTORS - AFFECTIVE BEHAVIOR; COGNITIVE ABILITY; BEHAVIOR PATTERN; *COGNITIVE OBJECTIVES; AFFECTIVE OBJECTIVES; *EVALUATION TECHNIQUES; *TEACHER EVALUATION

ABSTRACT - THE TEACHER PRACTICES OBSERVATION RECORD WAS USED TO MEASURE TEACHING PRACTICES IN AGREEMENT-DISAGREEMENT WITH JOHN DEWEY'S EDUCATIONAL PHILOSOPHY OF EXPERIMENTALISM. THE RECIPROCAL CATEGORY SYSTEM WAS USED TO MEASURE AFFECTIVE BEHAVIOR OF TEACHERS. THE FLORIDA TAXONOMY OF COGNITIVE BEHAVIOR WAS USED TO MEASURE COGNITIVE BEHAVIOR OF TEACHERS. EACH TEACHER OF A 50 PERCENT SAMPLE OF ALL PUBLIC SCHOOL TEACHERS IN NASSAU COUNTY, FLORIDA, WAS OBSERVED FOR APPROXIMATELY 35 MINUTES BY A TEAM OF THREE OBSERVERS. EACH OBSERVER ON A TEAM USED A DIFFERENT OBSERVATION INSTRUMENT. CORRELATIONS BETWEEN EXPERIMENTAL BEHAVIOR, AND COGNITIVE AND AFFECTIVE BEHAVIOR WERE INSIGNIFICANT. A SIGNIFICANT CORRELATION WAS FOUND BETWEEN COGNITIVE AND AFFECTIVE BEHAVIOR INDICATING THAT TEACHERS WHO BEHAVE FREQUENTLY AT COMPLEX COGNITIVE LEVELS ALSO SHOW A TENDENCY TO BE WARMER, MORE ENCOURAGING, MORE ACCEPTANT, AND MORE CONCERNED WITH STUDENT CONTRIBUTIONS THAN TEACHERS WHO BEHAVE ONLY AT SIMPLE COGNITIVE LEVELS. A PLURALITY OF THEORY AND INSTRUMENTATION FOR THE STUDY AND IMPROVEMENT OF TEACHING APPEARS WARRANTED. IN CONCLUSION, FUNDAMENTAL PHILOSOPHICAL BELIEFS APPEAR TO HAVE A GREATER BEARING ON TEACHERS' BEHAVIOR THAN EITHER EDUCATIONAL BELIEFS OR BELIEF SYSTEMS CHARACTERIZED AS EITHER OPEN OR CLOSED. SUBJECT MATTER TAUGHT APPEARS TO BE CONSIDERABLY MORE INFLUENTIAL ON TEACHER BEHAVIOR THAN GRADE LEVEL. (CH)

ORI 5921
HODGSON, NEWTON CROCKER
ATTITUDES OF TEACHERS TOWARD CERTAIN IN-SERVICE TRAINING ACTIVITIES IN A GEORGIA COUNTY.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)

PUB DATE - 54 DISSERTATION, OHIO STATE UNIVERSITY

DESCRIPTORS - *INSERVICE PROGRAMS; *INSERVICE TEACHER EDUCATION; *TEACHER ATTITUDES IDENTIFIERS - DEKALB SCHOOL SYSTEM (GEORGIA COUNTY)

ABSTRACT - THE OVERALL PURPOSE OF THE STUDY IS TO ASCERTAIN THE FEELINGS OF TEACHERS REGARDING ELEMENTS IN A TOTAL PROGRAM OF INSERVICE WORK. THE PROBLEM WAS APPROACHED BY SEEKING RESPONSES FROM A LARGE NUMBER OF TEACHERS IN ONE SYSTEM CONCERNING THE VALUE OF CERTAIN COMMONLY USED INSERVICE ACTIVITIES. THE DEKALB SCHOOL SYSTEM WAS USED AS THE POPULATION FROM WHICH THE SAMPLE FOR STUDY WAS DERIVED. DATA LED TO THE FOLLOWING CONCLUSIONS: (1) TEACHERS PREFER TO DO INSERVICE WORK AT THE GRADE LEVEL OR IN THE SUBJECT FIELD THEY TEACH, (2) TEACHERS PREFER TO WORK IN THEIR OWN SCHOOLS, (3) TEACHERS VALUE INSERVICE STUDY ON A COLLEGE OR UNIVERSITY CAMPUS, (4) TEACHERS SEE CHILD STUDY AND OBSERVING OTHER TEACHERS AS EFFECTIVE MEANS OF IMPROVING CLASSROOM PRACTICE, (5) TEACHERS FAVOR VACATION TRAVEL AS A WAY OF IMPROVING PERSONAL-SOCIAL RELATIONSHIPS, (6) SUPERVISORY ACTIVITIES ARE REGARDED AS HAVING LIMITED VALUE FOR MEETING THEIR NEEDS, (7) EXPERIENCES WITH STUDENT TEACHERS HAVE NOT BEEN PROFESSIONALLY REWARDING, (8) TEACHERS SEE LITTLE INSTRUCTIONAL VALUE IN ATTENDING LARGE ASSOCIATION MEETINGS, (9) FACULTY MEETINGS ARE NOT YIELDING REWARDS IN TERMS OF INSTRUCTIONAL IMPROVEMENT, AND (10) ASSUMPTION OF THE LEADERSHIP ROLE BY TEACHERS IS NOT REGARDED BY THEM AS CONTRIBUTING TO INSTRUCTIONAL IMPROVEMENT. (CH)

ORI 5922 ED 050 118
BUHLKEN, ROBERT; GIFFIN, KIM
A PARADIGM FOR DETERMINING HIGH SCHOOL TEACHER EFFECTIVENESS.

EDRS PRICE MF-$0.65 HC-$3.29
PUB DATE - DEC 70 11P.PAPER PRESENTED AT THE ANNUAL MEETING OF THE SPEECH COMMUNICATION ASSOCIATION (56TH, NEW ORLEANS, LOUISIANA, DECEMBER 1970)

DESCRIPTORS - *COMMUNICATION SKILLS; *EFFECTIVE TEACHING; *EVALUATION CRITERIA; INTERPERSONAL RELATIONSHIP; *ORAL COMMUNICATION; *TEACHER EVALUATION IDENTIFIERS - GIFFIN TRUST SCALE

ABSTRACT - CRITERIA FOR MEASURING TEACHER EFFECTIVENESS INCLUDE THE PROGNOSTIC TYPE, TEACHER OBSERVATION, STUDENT ACHIEVEMENT, AND COMMUNICATION VARIABLES. A PARADIGM BASED ON COMMUNICATION VARIABLES CONSISTS OF: (A) DISCRIMINATE OBSERVABLE COMMUNICATION CLIMATE VARIABLES (DEVISE METHOD OF OBSERVING AND MEASURING COMMUNICATION VARIABLES); AND (B) DETERMINE EDUCATIONAL OBJECTIVES OF THE CLASS (DEVISE METHOD FOR MEASURING ACHIEVEMENT OF THOSE OBJECTIVES). THE RELATIONSHIP OF COMMUNICATION VARIABLES AND CLASS OBJECTIVE FULFILLMENT SHOULD INDICATE THE EFFECTIVE TEACHER WHO IS CAPABLE OF ESTABLISHING A FAVORABLE COMMUNICATION CLIMATE THAT PROVIDES THE INCENTIVE FOR STUDENT FULFILLMENT OF THE COURSE'S EDUCATIONAL OBJECTIVES. ONE COMMUNICATION VARIABLE THAT IS SIGNIFICANT IS INTERPERSONAL TRUST. ACCORDING TO THE PARADIGM, THE TEACHER'S BEHAVIOR THAT ESTABLISHES INTERPERSONAL TRUST, I.E., EXPERTNESS, CHARACTER, AND DYNAMISM, AS SEEN BY THE STUDENTS, PLUS ACHIEVEMENT OF COURSE OBJECTIVES ESTABLISH THE COMMUNICATION VARIABLE AS A REQUISITE OF AN EFFECTIVE TEACHER. "THE GIFFIN TRUST SCALE," WHICH PURPORTS TO MEASURE INTERPERSONAL TRUST, IS GIVEN ALONG WITH AN ANSWER SHEET. (DB)

ORI 5923
DODGE, VINCENT JOYCE
VERBAL AND RELATED NONVERBAL INTERACTION OF TEACHERS.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 DISSERTATION, UNIVERSITY OF NORTH DAKOTA

DESCRIPTORS - *MEASUREMENT INSTRUMENTS; *MEASUREMENT TECHNIQUES; *NONVERBAL ABILITY; VERBAL ABILITY; *INTERACTION PROCESS ANALYSIS IDENTIFIERS - FLANDERS' INTERACTION PATTERN

ABSTRACT - THE PROBLEM AND PURPOSE OF THE STUDY WAS TO DEVISE, TEST, AND VALIDATE AN INSTRUMENT FOR ASSESSING TEACHERS' NONVERBAL INTERACTION PATTERNS AND TO INTERRELATE THE VERBAL AND NONVERBAL PATTERNS. INTERRELATION OF VERBAL AND NONVERBAL INTERACTION INVOLVED USING JUDGES TO ASCERTAIN WHICH NONVERBAL ATTITUDES WOULD BE EXPECTED TO OCCUR IN ASSOCIATION WITH EACH VERBAL CATEGORY. THE DATA IN THIS STUDY WERE GATHERED FROM VIDEO-TAPES OF THE CLASS, BUT IT COULD BE POSSIBLE TO APPLY THIS ANALYSIS SYSTEM DIRECTLY IN THE CLASSROOM. CONTENT VALIDATION WAS ACCOMPLISHED BY SELECTING POTENTIAL NONVERBAL ATTRIBUTES FROM THE LITERATURE AND INTERVIEW SOURCES AND SUBJECTING THEM TO JUDGMENTAL ANALYSIS AND TESTING. PREDICTIVE AND CONCURRENT VALIDITY WERE ESTABLISHED BY INTERRELATING THE NONVERBAL INSTRUMENT WITH FLANDERS' VERBAL INTERACTION PATTERN. RELIABILITY WAS TESTED USING SCOTT'S RELIABILITY COEFFICIENT. AVAILABILITY OF SYSTEMATICALLY GATHERED AND ANALYZED NON-VERBAL INTERACTION, VERBAL INTERACTING AND THE INTERRELATION OF THE VERBAL AND NONVERBAL FACTORS INCREASED THE TEACHER'S POTENTIAL TO IMPROVE AFFECTIVE COMMUNICATION. THE USES OF THIS ANALYSIS SYSTEM INCLUDE RESEARCH, TEACHER TRAINING, AND TEACHER IMPROVEMENTS THROUGH SYSTEMATIC SUPERVISION AND/OR SELF ANALYSIS. (CH)

ORI 5924
GRANT, ALFRED DIXON
A STUDY OF THE PERSONALITY CHARACTERISTICS OF THE ACCEPTOR AND THE REJECTOR OF THE NEWER EDUCATIONAL MEDIA AMONG SECONDARY TEACHERS OF WISCONSIN.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (ORDER NO. 70-3545, MF $4.00; XEROGRAPHY $10.00)

PUB DATE - 69 128P.PH.D. DISSERTATION, UNIVERSITY OF WISCONSIN

DESCRIPTORS - AUDIOVISUAL AIDS; *HIGH SCHOOL TEACHERS; AUDIOVISUAL INSTRUCTION; *TEACHER CHARACTERISTICS; *CHANGE AGENTS; *EDUCATIONAL INNOVATION; CHANGING ATTITUDES; *INSTRUCTIONAL MEDIA; PERSONALITY ASSESSMENT
IDENTIFIERS - *WISCONSIN

ABSTRACT - THIS STUDY EXPLORED CERTAIN PERSONALITY CHARACTERISTICS OF 253 HIGH SCHOOL TEACHERS WHO WERE CLASSIFIED AS ACCEPTORS AND REJECTORS OF THE NEWER EDUCATIONAL MEDIA. THE STUDY WAS LIMITED TO HIGH SCHOOL TEACHERS LOCATED AT SEVEN CONSECUTIVE SCHOOL BUILDING SITES VISITED BY THE WISCONSIN AUDIOVISUAL EDUCATION DEMONSTRATION (WAVED), 1968-1969. INSTRUMENTS USED TO COLLECT DATA WERE: (1) THE KELLEY AUDIOVISUAL ATTITUDE SCALE WAS SELECTED TO DETERMINE THE ATTITUDE POSTURE OF THE RESPONDENTS, (2) THE EDWARDS PERSONAL PREFERENCE SCHEDULE WAS SELECTED TO MEASURE THE PERSONALITY TRAITS OF THE RESPONDENTS. THE HETEROSEXUALITY DIMENSION WAS DELETED BECAUSE OF THE POSSIBLE REJECTION OF THE ENTIRE EDWARDS SCALE, AND (3) A WAVED UTILIZATION SCALE WAS DESIGNED TO DETERMINE THE ACCEPTOR AND REJECTOR CATEGORIES BASED ON THE TEACHER'S UTILIZATION OF THE WAVED UNIT AT EACH OF THE SEVEN LOCATIONS. CONCLUSIONS WERE: (1) RESPONDENTS AT SIX OF THE LOCATION SITES SHOWED A POSITIVE MEAN CHANGE OF ATTITUDE TOWARD AUDIOVISUAL MEDIA. THIS CHANGE OF ATTITUDE MIGHT BE ATTRIBUTED TO THE INFLUENCE OF THE WAVED UNIT DURING ITS STAY. (2) THERE WAS A POSITIVE MEAN CHANGE OF ATTITUDE TOWARD AUDIOVISUAL MEDIA FOR THE 21-60 AGE GROUPS, (3) THERE WAS AN OVER-ALL POSITIVE MEAN CHANGE OF ATTITUDE FOR BOTH MALES AND FEMALES WHO RESPONDED TO THIS RESEARCH, (4) THERE WERE MORE ACCEPTORS THAN REJECTORS AT THOSE SCHOOL SITES LOCATED IN THE RURAL AREAS, AND (5) THERE WERE MORE ACCEPTORS THAN REJECTORS IN THE SUBJECT AREAS OF ENGLISH, FOREIGN LANGUAGE, SCIENCE, AND HISTORY-SOCIAL STUDIES. (CH)

ORI 5941 ED 049 100
STADSKLEV, RONALD
GAMES ANALYSIS SYSTEM. AN ANALYTICAL INSTRUMENT TO HELP EVALUATE SIMULATION GAMES.

CONCORDIA TEACHERS COLL., SEWARD, NEBR.
EDRS PRICE MF-$0.65 HC-$3.29
PUB DATE - MAR 70 10P.

DESCRIPTORS - *EDUCATIONAL GAMES; *EVALUATION CRITERIA; EVALUATION METHODS; *MODELS; *SIMULATION; *SOCIAL STUDIES
IDENTIFIERS - *GAMES ANALYSIS SYSTEM

ABSTRACT - THE OBJECTIVES AND DIMENSIONS OF THIS ANALYSIS SYSTEM ARE DESCRIBED IN SO 000 835. HOWEVER, THIS DOCUMENT CONTAINS THE ACTUAL INSTRUMENT WHICH WAS DESIGNED TO PROVIDE A METHOD OF ANALYZING AUTOTELIC EDUCATIONAL MATERIAL SUCH AS GAMES AND SIMULATIONS. IT WAS CREATED FOR CURRICULUM SUPERVISORS, CHAIRMEN, AND TEACHERS WHO MAKE CURRICULUM DECISIONS, USE MATERIALS, AND DEVELOP MATERIALS. OTHER RELATED DOCUMENTS ARE SO 000 837, SO 000 991, AND SO 000 992. (SBE)

ORI 5942 VT 022 571
TRAINING HOME ECONOMICS PROGRAM ASSISTANTS TO WORK WITH LOW INCOME FAMILIES.

DEPARTMENT OF AGRICULTURE, WASHINGTON, D.C.
FEDERAL EXTENSION SERVICE
MF AVAILABLE IN VT-ERIC SET.
SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (A1.68:681, $.55).
PUB DATE - 65 112P.

DESCRIPTORS - *OCCUPATIONAL HOME ECONOMICS; *NONPROFESSIONAL PERSONNEL; *TEACHER AIDS; FAMILY LIFE EDUCATION; FAMILY MANAGEMENT; *PROGRAM GUIDES; *VISITING HOMEMAKERS; LOW INCOME GROUPS; COMMUNITY INVOLVEMENT; HOMEMAKING EDUCATION; PROGRAM DEVELOPMENT; INSTRUCTIONAL AIDS; QUESTIONNAIRES

ABSTRACT - THE PROGRAM PROPOSES TO TRAIN NON-PROFESSIONAL WORKERS TO HELP LOW INCOME FAMILIES RAISE THEIR ASPIRATIONS, DEVELOP PRIDE IN HOMEMAKING, IMPROVE HOMEMAKING SKILLS, HAVE A MORE SATISFYING HOME AND FAMILY LIFE, IMPROVE FAMILY HEALTH, GAIN KNOWLEDGE OF CHILD DEVELOPMENT AND TO UNDERSTAND THEIR COMMUNITY AND ITS RESOURCES. SECTION I OUTLINES THE PHILOSOPHY OF THE PROGRAM, COMMUNITY RESOURCES, PROGRAM ASSISTANT RECRUITMENT, RELATIONSHIPS AND OTHER PROGRAM PLANNING AND INITIATION CONSIDERATIONS. SECTION II COVERS SELECTION AND TRAINING OF PROGRAM ASSISTANTS. TEACHING PROCEDURES AND AIDS ARE DISCUSSED AND ILLUSTRATED IN SECTION III WITH FORMS, QUESTIONNAIRES, DISCUSSION GUIDES, CASE STUDIES, ROLE PLAYING SKITS, AND A COURSE OF STUDY. SECTION IV, A HANDBOOK FOR PROGRAM ASSISTANTS, CONTAINS INFORMATION ABOUT JOB RESPONSIBILITIES, STANDARDS, HOME VISITS, ADULT EDUCATION, INTERACTION WITH FAMILY MEMBERS, MOTIVATION AND FAMILY RECORD KEEPING. (FP)

ORI 5943
KORMAN, A.K.
SELF-ESTEEM VARIABLE IN VOCATIONAL CHOICE.

JOURNAL OF APPLIED PSYCHOLOGY; V50 PP479-486 1966
PUB DATE - 66

DESCRIPTORS - *SELF ESTEEM; SELF CONCEPT; *SELF ACTUALIZATION; *OCCUPATIONAL CHOICE; VOCATIONAL DEVELOPMENT; *CAREER CHOICE

ABSTRACT - THIS REPORT DESCRIBES TWO STUDIES DESIGNED TO TEST PREDICTIONS FROM THE HYPOTHESIS THAT INDIVIDUALS OF HIGH SELF-ESTEEM TEND TO IMPLEMENT SELF WHEN MAKING AN OCCUPATIONAL CHOICE WHEREAS INDIVIDUALS OF LOW SELF-ESTEEM DO NOT. SELF-ESTEEM WAS MEASURED BY THE SELF-ASSURANCE SCALE OF THE GHISELLI SELF-DESCRIPTION INVENTORY. THE RESULTS OF THIS INVESTIGATION SUPPORT QUITE STRONGLY THE PREDICTION THAT SELF-ESTEEM OPERATES AS A MODERATOR VARIABLE IN THE PROCESS OF VOCATIONAL CHOICE IN THAT THOSE WHO ARE HIGH ON THIS VARIABLE USE THEIR SELF-

PERCEIVED NEEDS DIFFERENTLY FROM THOSE WHO THINK RELATIVELY POORLY OF THEMSELVES. THAT IS, FOR THOSE HIGH IN SELF-ESTEEM THEIR SELF-PERCEIVED NEEDS ARE THOSE THAT HAVE BEEN SATISFIED IN THE PAST, AND IT IS APPROPRIATE AND CONSISTENT FOR THE INDIVIDUAL TO SEEK OUT THOSE ROLES WHERE THEY WILL BE SATISFIED IN THE FUTURE. (CH)

ORI 5944
SMITH, GILBERT ELWOOD
UNIT ACHIEVEMENT TESTS IN DISTRIBUTIVE EDUCATION.

UNIVERSITY MICROFILMS, P.O. BOX 1764, ANN ARBOR, MICH. 48106 (ORDER NO. 70-12,112, MF $4.00; XEROGRAPHY $10.00)
PUB DATE - 69 228P.PH.D. DISSERTATION, UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL.

DESCRIPTORS - *ACHIEVEMENT TESTS; *DISTRIBUTIVE EDUCATION; *INSTRUCTOR COORDINATORS; *EVALUATION TECHNIQUES; EVALUATION

ABSTRACT - THIS STUDY PRESENTED 16 ACHIEVEMENT TESTS WHICH WERE DESIGNED TO BE USED WITH THE NORTH CAROLINA DISTRIBUTIVE EDUCATION (D.E.) COURSES OF STUDY. TWO TESTS, FORMS A AND B, CONTAINING 60 MULTIPLE-CHOICE ITEMS EACH, WERE DEVELOPED FOR EACH OF THE FOUR UNITS OF STUDY IN THE D.E. I COURSE OF STUDY AND THE FOUR UNITS OF STUDY IN THE D.E. II COURSE OF STUDY. THE STUDY'S PURPOSE WAS TO PROVIDE RELIABLE AND VALID TESTS THAT COULD BE USED WITH INSTRUCTIONAL UNITS BY DISTRIBUTIVE EDUCATION TEACHER-COORDINATORS TO SAMPLE, MEASURE, AND COMPARE THE ACHIEVEMENTS OF THEIR STUDENTS. TESTS, DEVELOPED DURING THE STUDY, WERE ADMINISTERED BY TEACHER-COORDINATORS AT THE END OF EACH UNIT DURING THE SCHOOL YEAR 1964-65. FORTY-SIX TEACHER-COORDINATORS AND ABOUT 1500 STUDENTS THROUGHOUT THE STATE OF NORTH CAROLINA PARTICIPATED IN THE STUDY. EACH ITEM OF EACH TEST WAS ANALYZED BY CALCULATING THE EASINESS PERCENTAGE AND DISCRIMINATION INDEX OF EACH ITEM. GENERALLY, THIS STUDY RESOLVED THE PROBLEM OF PROVIDING RELIABLE AND VALID TESTS THAT CAN BE USED WITH INSTRUCTIONAL UNITS BY NORTH CAROLINA TEACHER-COORDINATORS TO SAMPLE, MEASURE, AND COMPARE THE ACHIEVEMENTS OF THEIR DISTRIBUTIVE EDUCATION STUDENTS. ITEMS IN THE TESTS CAN BE USED INDIVIDUALLY OR COLLECTIVELY BY TEACHER-COORDINATORS IN CARRYING OUT THEIR INDIVIDUAL TESTING OBJECTIVES. (AUTHOR/CH)

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